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Developed as a report for the United States Office of Education, data presented have been modified from the suggested format for ease of reading and reference. Processes involved in the vocational and adult education planning cycle are to: (1) identify needs, (2) define needs, (3) design programs, (4) specify training staff, equipment, and facilities, (5) identify and select students, (6) perform instruction, (7) assist in placement, and (8) evaluate through follow-up. The two major sections of the document discuss the total educational program manpower needs and employment opportunities and the vocational education program extension and improvement plans. The appendixes contain: (1) 1968-69 Texas total expenditure estimate, (2) special adult programs 1968-69 projected activities, (3) 19 illustrative tables, (4) location of area vocational schools, and (5) a vocational and adult education organizational chart. (DM)

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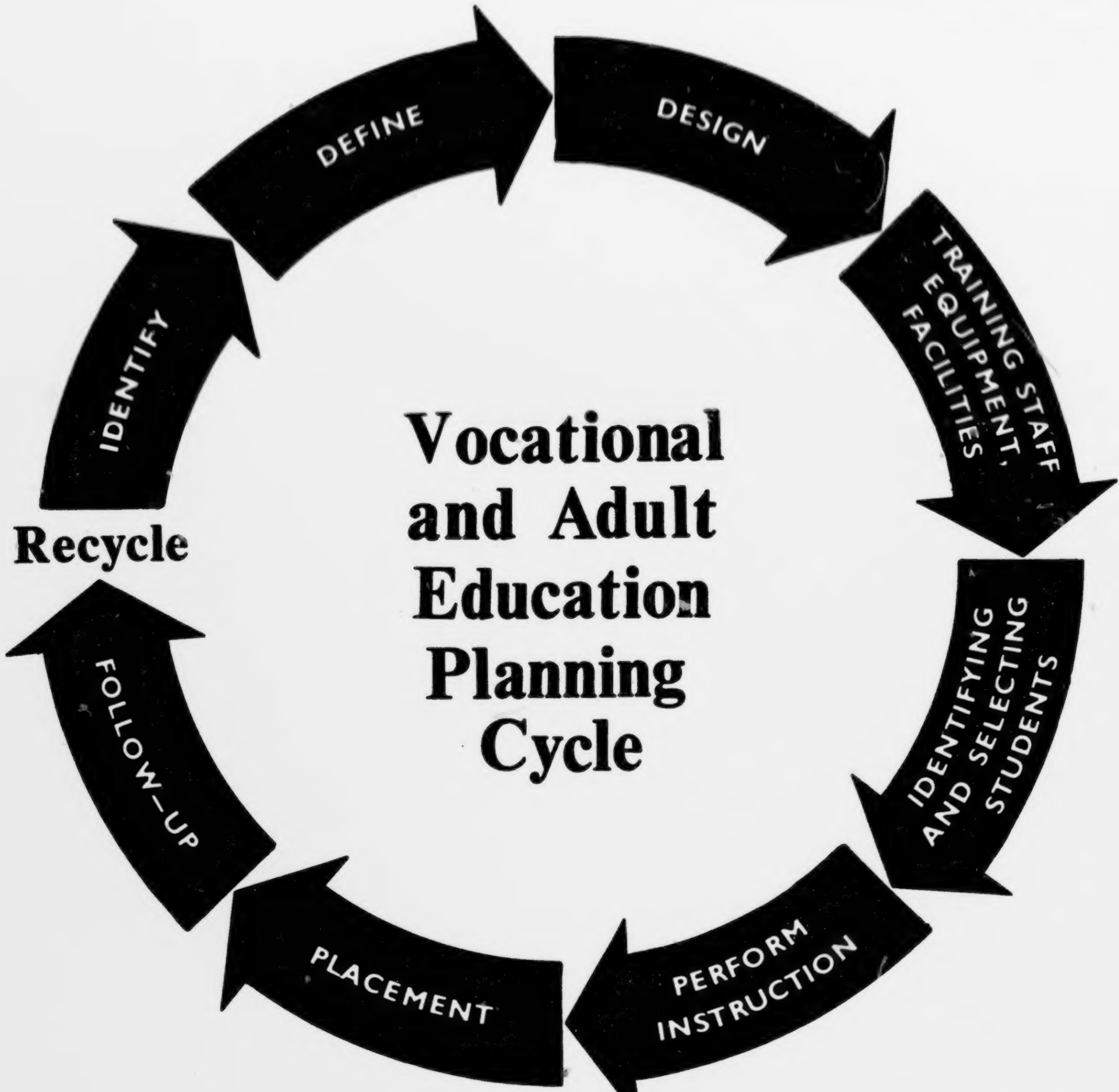
PROJECTED PROGRAM ACTIVITIES

for 1968-69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IDENTIFYING AND SELECTING STUDENTS
PERFORM INSTRUCTION
PLACEMENT
FOLLOW-UP
Recycle
IDENTIFY
Vocational and Adult Education Planning Cycle

VT007741

Texas Education Agency
Austin, Texas
September 1968

PROJECTED PROGRAM ACTIVITIES

for 1968-69

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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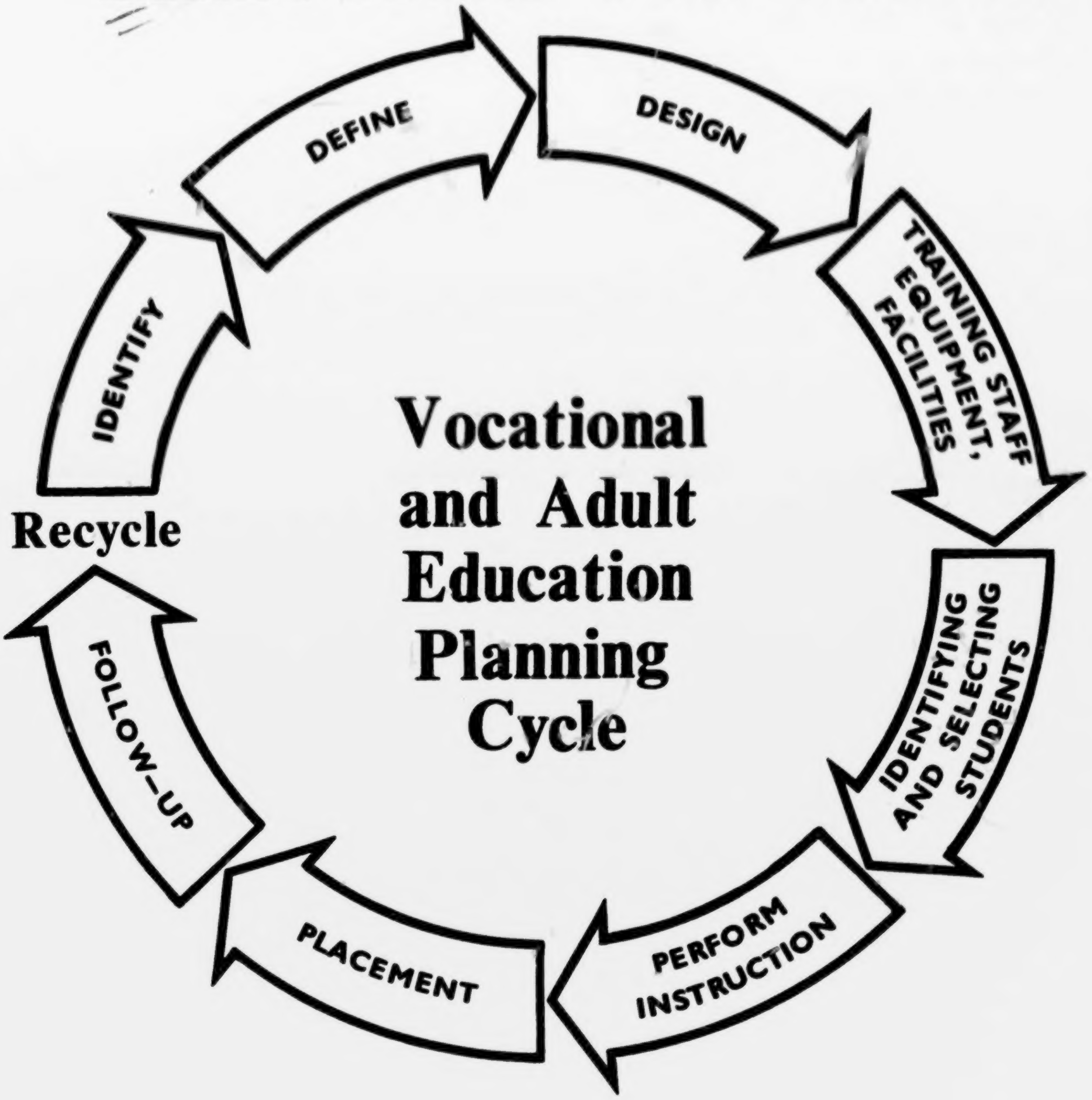
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Presented by: Vocational and Adult Education Staff
Texas Education Agency
Austin, Texas
September 1968

COMPLIANCE WITH TITLE VI CIVIL RIGHTS ACT OF 1964

Reviews of the local educational agency pertaining to compliance with Title VI, Civil Rights Act of 1964, will be conducted periodically by staff representatives of the Texas Education Agency. These reviews will cover at least the following policies and practices:

1. Enrollment and assignment of students without discrimination on the ground of race, color, or national origin.
2. Assignment of teachers and other staff without discrimination on the ground of race, color, or national origin.
3. Non-discriminatory use of facilities.
4. Public notice given by the local educational agency to participants and other citizens of the non-discriminatory policies and practices in effect by the local agency.

In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of non-compliance made by citizens and will report their findings to the United States Commissioner of Education.

PREFACE

This publication, a required report for the United States Office of Education, has been modified from the suggested format for ease of reading and reference. All statistical data have been placed in appendices so that those not familiar with the content will not need to search through statistical data for the text. In addition, a Table of Contents, List of Illustrations, and a List of Tables are included to increase the usefulness of this report as a reference document.

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Austin, Texas

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TABLE OF CONTENTS

Part / Page

A TOTAL PROGRAM MANPOWER NEEDS AND EMPLOYMENT OPPORTUNITIES 1

- Labor Demand 1
- Labor Supply 1
- Demand Versus Supply 2
- Area Vocational Schools 2
- State Advisory Committee on Vocational Education 2

B VOCATIONAL EDUCATION PROGRAM EXTENSION AND IMPROVEMENT PLANS 3

- Existing Programs 3
- Expanded Programs 3
- New Programs 3
- Curtailed, Consolidated, or Discontinued Programs 3
- Institutional Participation 3
- Equipment Replacement or Purchase 4
- School Facility Improvements in Non-Area Vocational Schools 4
- Special Needs Program Student Characteristics 4
- Innovations in Specific Programs or Practices 4
- Other Federal or State Programs 4
- Special Summer Programs 4
- Area School Construction Projects 5
- Construction Projects in Planning Stage 5
- Administration and Supervision Plans 5
- Teacher Education 5
- Vocational Guidance and Counseling 9
- Curriculum Materials Development 10
- Research, Experimental, and Developmental Programs 12
- Program Evaluation 14
- Work-Study Program 15
- Enrollment and Fund Estimate 15
- Special Adult Programs 15

Appendix A SUPPORTIVE TABLES AND ILLUSTRATIONS 16

Appendix B 1968-69 TEXAS TOTAL EXPENDITURE ESTIMATE 64

- Form OE 4255 65
- Form OE 4256 66
- Explanation of Federal Fund Transfer Request 67

Appendix C SPECIAL ADULT PROGRAMS 1968-69 PROJECTED ACTIVITIES 69

- Adult Basic Education 70
- Adult Migrant Education 73
- Civil Defense Adult Education 76
- Manpower Development and Training 79
- Veterans Education Program 82

TABLE OF CONTENTS (CONTINUED)

Page

LIST OF ILLUSTRATIONS

Figure

1 Location of Area Vocational Schools 17
2 Vocational and Adult Education Organizational Chart 18

LIST OF TABLES

Table Page

1 Summary of Employment Demand and Supply of Trained Personnel. . 19
2 Projected Demand for Trained Personnel 21
3 Projected Supply of Trained Personnel 22
4 Disposition of Area Vocational Schools 23
5 Membership of State Advisory Committee on Vocational Education 42
6 Existing Programs Summary for Fiscal Year 1968 45
7 Expanded Programs 48
8 New Programs 50
9 Participation by Institutional Type 51
10 Secondary and Post-Secondary Non-Area Vocational School Construction 52
11 Status of Area School Construction Projects 53
12 Construction Projects in the Planning Stages 54
13 Designated Vocational Education Teacher Training Institutions . 58
14 Estimate of Enrollment and Funds Needed for Vocational Education 61
15 Adult Basic Education Data 72
16 Adult Migrant Education Data 75
17 Civil Defense Adult Education Data 78
18 Manpower Development and Training Data 81
19 Veterans Education Data 83

PART A

TOTAL PROGRAM MANPOWER NEEDS AND EMPLOYMENT OPPORTUNITIES

LABOR DEMAND. The Texas Employment Commission reported that the labor market of the State continued to expand during the first four months of 1968. New records were set for both total State employment and in the number of non-farm workers. All job holders in the State on April 15, 1968, were estimated to be 4,271,600. Of the 4,375,600 estimated labor force, 104,000, 2.4 percent, were unemployed. This total labor force represented 37.7 percent of the estimated 11,604,673 population (United States Bureau of the Census and the Bureau of Business Research, The University of Texas).

Manufacturing employment increased 91.8 percent between 1950 (361,967) and 1968 (694,200). During the last year, employment in non-manufacturing occupations increased approximately 4.8 percent, from 2,574,800 to 2,697,100. About 16.1 percent (447,761) of the 1950 total labor force and 6.9 percent (302,800) of the present labor force were and are employed in agricultural occupations.

Nationally, the labor force is increasing as a result of a larger population, at the rate of 3.33 percent per year according to a study by the United States Department of Labor. In addition, 2.11 percent of the labor force needs to be replaced each year due to withdrawals resulting from death, retirement, childbearing, and other reasons. The projected requirements for 1968-69 are shown in Table 1 (Expansion Needs 136,909 and Replacement Needs 90,129). A four-year projected demand for trained personnel is shown in Table 2, Appendix A. One should observe that replacement needs are for the previous year while expansion needs are for the present year. Also, the distribution of the estimated labor force in the occupational areas is in accordance with the Future Need Enrollment Percentage column of Table 3-3 on page 14 of Future Trends for Vocational Education as Indicated by Occupational Surveys.

LABOR SUPPLY. The Texas labor supply comes from public and private school vocational education graduates. Determining the anticipated number of public school graduates is easily ascertained when promulgated on an 8.4 percent growth factor for all vocational education programs in production agriculture. This percentage is an average of the growth during the prior eight years. The determination of the training output from other sectors, however, is a little more difficult. The resultant figures in the Other Sector column of Table 1 and Table 3 of Appendix A resulted from available statistical data. These data came from the Veterans Approval Division, Vocational and Adult Education Department, Texas Education Agency. In addition, data were obtained from the Boards for Barbers, Cosmetologists, and Licensed Vocational Nurses. Also, Manpower Development and Training Program enrollees were included. An 8.4 percent increase was included in the projection for each year (except for production agriculture, which was 2.14 for fiscal year 1969). This increase was the average of eight years prior vocational education program change. Although differences do exist between the public and private sector, the net overall increase is limited by teacher, facility, and equipment availability. As a result, growth is dependent on these three factors.

DEMAND VERSUS SUPPLY. The demand for trained personnel far exceeds the supply by almost three times according to present projections for fiscal year 1969. Table 1 of Appendix A shows a projected need for 227,038 trained individuals either for expansion or replacement of the labor force, while a projected 87,533 will be available in fiscal year 1969. By fiscal year 1973, a projected demand for 259,643 will be needed, with a 123,123 projected supply of trained personnel available. In addition to numerical, several other trends should be observed. Production agriculture continues to decrease, from 2.14 percent in fiscal year 1969 to 1.62 percent in fiscal year 1973, at a .13 percent decrease rate per year. Table 1 of Appendix A also shows that the supply in production agriculture is greater than the demand, while the supply for off-farm occupations is much less than the demand. This trend indicates a needed shift in enrollment distribution. Obviously, distribution and marketing, health, home economics (gainful), and trade and industrial show demand input which far exceeds supply output. The office and technical occupational areas, however, show the output to almost match the needed input. Although some of these inequities start to disappear in fiscal year 1973 (Table 2 and 3), the majority of these previously mentioned trends are still prevalent.

AREA VOCATIONAL SCHOOLS. Public schools designated as area vocational schools are shown in Figure 1 of Appendix A. The technical institute, senior colleges, junior colleges, and independent school districts are distinguishably separated on this illustration. Table 4 of Appendix A lists all public schools designated as area vocational schools. The number in Table 4 of Appendix A corresponds to the number in Figure 1 of Appendix A although the symbols differ. The symbol (N) is used to designate schools which will begin operation for the first time this fall (1968). The symbol (C) designates area schools under construction. Those designated area vocational schools without a symbol have completed construction. Table 4 of Appendix A also shows the address, county, congressional district, type of school, vocational program available, and program levels.

STATE ADVISORY COMMITTEE ON VOCATIONAL EDUCATION. The members of the State Advisory Committee on Vocational Education are listed in Table 5 of Appendix A. In addition, the occupation and organizational membership which was used in their selection is listed. The category and qualifications for the members are also listed.

Staff members of the Department of Vocational and Adult Education are assisting the State Advisory Committee on Vocational Education in the preparation of a special report to the State Board for Vocational Education. The report will include: (1) an examination of demographic and economic factors that influence the development of vocational education, (2) an analysis of the present status of vocational education in terms of programs, enrollments, and costs, (3) an estimate of the future growth of vocational education based on past trends and anticipated developments, (4) an estimate of the costs of future program development, and (5) recommendations for action. The report is expected to lead to the development of a comprehensive plan for vocational education in Texas.

PART B

VOCATIONAL EDUCATION PROGRAM EXTENSION
AND
IMPROVEMENT PLANS

EXISTING PROGRAMS. A summary of existing programs in fiscal year 1968 is shown in Table 6 of Appendix A. This summary presents the number of programs, estimated teachers, estimated enrollees, and estimated completions by level.

EXPANDED PROGRAMS. Instructional programs to be expanded in fiscal year 1969 are listed in Table 7 of Appendix A. These expanded programs are listed according to instructional codes, level of program, number of programs to be added, number of additional teachers, estimated enrollment, and estimated number to complete during fiscal year 1969.

NEW PROGRAMS. New instructional programs to be provided for in fiscal year 1969 are enumerated in Table 8 of Appendix A. These are programs which have previously not been offered in the State. The types of data presented in Table 18 about new programs are the same as the types of data presented in Table 7 about expanded programs.

A significant program change which will occur during the 1968-69 school year will be the initiation of a new two-year program in office occupations in approximately 25 high schools. In this program, a double-period, consecutive time-block program is conducted during the junior year as a skill building program. This program is used to develop occupational skills for students who are to enter the cooperative program the following year. The curriculum for both years is based upon the United States Office of Education Occupational Codes.

CURTAILED, CONSOLIDATED, OR DISCONTINUED PROGRAMS. Several day trade, preparatory programs were redirected for the 1967-68 school year. This redirection will continue during the 1968-69 school year so that students will be presented with a more realistic program. The trend for many years in the metal trades program has been to attempt to teach a multi-unit program consisting of instructional units in machine shop, welding, and sheet metal, and machine shop and welding.

The two-year office occupations program described in NEW PROGRAMS is anticipated to replace redirected one-year cooperative programs in small communities. These two-year programs will require enrollment in a pre-employment laboratory program during the junior year and in a cooperative part-time training program during the senior year.

INSTITUTIONAL PARTICIPATION. Participation by type of institution, number of schools, estimated monies available, and estimated enrollees is presented in

Table 9 in Appendix A. The estimated monies allocated are related to the amounts on Form OE4256 in Appendix B. In addition to the estimated enrollments in Table 9, approximately 20,000 adults will be enrolled in supplemental and short-time preparatory distributive education courses. The courses are offered in 12 local adult programs in public schools, junior colleges, and universities.

EQUIPMENT REPLACEMENT OR PURCHASE. As equipment funds are limited, $1,300,000 has been allocated to secondary and post-secondary programs. The first priority for equipment funding will be given to newly constructed area vocational schools. Usually, secondary programs are reimbursed at a 50 percent rate on equipment costs while post-secondary programs are reimbursed at a 75 percent rate on equipment costs. Adult programs are not reimbursed for equipment costs. No policy has been determined as to the participation by the State in equipment replacement costs.

SCHOOL FACILITY IMPROVEMENTS IN NON-AREA VOCATIONAL SCHOOLS. Non-area vocational school construction and improvement are a local responsibility, both in funding and implementation. Since the State of Texas does not participate in non-area vocational school construction, information about this type of construction is not complete. With the information contained in Table 6 and 7, however, an estimate was computed and is presented in Table 10 of Appendix A.

SPECIAL NEEDS PROGRAM STUDENT CHARACTERISTICS. The special needs program (Coordinated Vocational-Academic Education Program) is designed for in-school and out-of-school youth. The students enrolled in this program are fourteen years of age or older who have academic, socio-economic, or other handicaps which prevent them from succeeding in regular programs of vocational education.

INNOVATIONS IN SPECIFIC PROGRAMS OR PRACTICES. One innovation which will be implemented during the 1968-69 school year is the two-year office occupations program. This program is described in the NEW PROGRAMS portion of this report. The program implementation is a result of the culmination of a developing program concept which could not be initiated previously due to the lack of funds.

OTHER FEDERAL OR STATE PROGRAMS. Federal or State programs involving vocational education components which are related to, or in addition to, State Plan programs are not administered by the Texas Education Agency. As a result, vocational enrollment and expenditure figures are unavailable. Also, a relation to such programs as Elementary and Secondary Education Act Titles I and III, Neighborhood Youth Corps, and Office of Economic Opportunity cannot be established.

SPECIAL SUMMER PROGRAMS. Neighborhood Youth Corps work stations have been designated but a companion vocational education program was not funded. No other vocational education programs were provided for.

AREA SCHOOL CONSTRUCTION PROJECTS. Table 11 of Appendix A presents information about area school construction projects. This information includes the number of projects under construction, to start construction, to complete construction, to be funded which have been funded previously, and to be funded for the first time.

CONSTRUCTION PROJECTS IN PLANNING STAGE. All information available about area school construction in the planning stage is presented in Table 12 of Appendix A. This information includes the school name, address, county, congressional district, and type. In addition, information is presented about vocational education programs offered, level of programs, estimated construction date, estimated opening date, total cost of project eligible under 1963 Act, building capacity, and type of construction.

ADMINISTRATION AND SUPERVISION PLANS. At the present, additional staff positions are not anticipated for next year. Figure 2 in Appendix A shows the organizational chart with the number of professional and supportive staff who administer the vocational education program of the State. Texas vocational educators anticipate considerable revision in area consultant activities as the Comprehensive Packaging Plan for Federal Programs to Achieve Comprehensive Planning is initiated.

TEACHER EDUCATION. The State Board's current year plans for improving or expanding the education of professional vocational education personnel are listed in this portion of the report. The plans or techniques that will be used to provide teacher training for part-time or evening school teachers throughout the State are as follows:

1. Improving techniques for training part-time or evening teachers are discussed each year during a special in-service seminar for local supervisors of adult distributive education programs.
2. Special in-service workshops of one week duration will be held in the different metropolitan areas to train part-time and evening school teachers. These will be ten hours in length.

Unique, different, or innovative teacher education activities that will be undertaken this year within the State are as follows:

1. One institution conducted an experimental program to provide undergraduate students experiences in working with youth of upper middle and lower socio-economic groups, Negro youth and adults, Mexican-American youth and adults, and youth with special needs.

2. Two institutions are providing opportunities for pre-service on-the-job work experiences.

3. One institution is conducting a research program to determine knowledge and skills required of students who enter gainful employment in farm machinery and ornamental horticulture establishments.

4. Students in some institutions are receiving pre-service on-the-job work experiences in off-farm occupations.

5. An institutional distributive education degree teacher preparation program is being installed for the first time at North Texas State University, Denton, Texas.

6. A special training class will be added to the regular in-service summer workshop for pre-employment laboratory program high school instructors of distributive education.

7. Data processing workshops will be held on July 22 through August 16, 1968, at Dallas and Houston. The one at Dallas will be for advanced instructors, while the one at Houston will be for instructors and prospective instructors with little or no experience beyond unit record systems.

Institutes and workshops planned for the purpose of bringing or keeping shop and laboratory teachers abreast of technological and other developments in the occupational field represented are as follows:

1. An institutional degree teacher preparation program is being installed for the first time at North Texas State University, Denton, Texas.

2. Ten area and one State in-service education conference will be conducted to develop competencies of teachers of homemaking education and gainful employment courses.

3. Workshops are planned for automotive, drafting, electronics, and health education instructors.

4. Institutes and workshops are planned for the purpose of bringing or keeping shop and laboratory teachers abreast of technological and other developments in the occupational field represented.

5. The annual teacher training conference for vocational office education teachers and coordinators will be held during the first week of August. This conference will be preceded by a three-day Orientation Course for beginning teachers and coordinators.

6. Five different vocational office education one-day area meetings will be held in the fall for the purpose of demonstrating devices which will motivate and train teachers.

7. Technical courses of institute type are contemplated in the future designed to update the trade skills and information of shop teachers who have been out of industry and need such updating to enable them to improve programs for students.

The State of Texas has one cooperative arrangement with an institution in another state for the training of vocational education personnel. This arrangement provided for two teacher representatives to attend out-of-state seminars on conducting pre-employment classes about distributive education.

Any special emphasis on the pre-service education of personnel (such as teachers and guidance counselors) for more effectively serving individuals with special needs is as follows:

1. A counselors workshop is planned jointly with the secondary and post-secondary counselors for the purpose of widening their scope on vocational education.

2. A teacher training workshop for teachers of students with special learning needs is planned.

3. A special joint seminar between guidance personnel and vocational teachers is being discussed with administrators of one of the Educational Service Centers.

4. An attempt is being made to involve State educational institutions which conduct counselor preparation programs. This involvement will consist of a revision of counselor preparatory courses. Special emphasis will be given by this revision to the vocational aspects of guidance and counseling.

Other institutes, workshops, or conferences in professional education to be conducted are as follows:

1. A professional improvement conference for vocational industrial staff and teacher trainers for May 20-24 at Texas A&M University has been scheduled. Last May a similar workshop was conducted dealing with conference leading. The conference this year will deal with supervision.

2. The annual workshop for vocational industrial teachers will be conducted August 5-9, 1968. Part of the time will be devoted to the discussion of problems and improvements needed in each trade. The remainder of the time will be devoted to leadership activities as relates to the entire group.

3. Summer school for vocational industrial teachers will be conducted at The University of Texas and Prairie View A&M College. Teachers enrolling will be taking certification courses as are required to secure teaching credentials.

4. The University of Texas summer school will be staffed by the combined teacher training staffs and ten selected able vocational industrial instructors.

5. Each year area supervisors conduct a district in-service workshop for teachers in their district. State staff, teacher trainers, and other professional personnel from secondary schools and colleges assist with these workshops.

6. During the year, teacher trainers from Texas A&M University, The University of Texas, and Prairie View A&M College are made available to schools to work with two or more teachers to assist them in organizing and conducting programs of vocational industrial education.

7. The General Motors Corporation, Houston and El Paso centers, cooperate with the Industrial Education Division to provide short technical courses for automobile mechanics teachers. Several teachers have enrolled for the coming summer.

8. For the past three summers, a one-week workshop for beginning industrial cooperative training program coordinators has been conducted. This 30-hour orientation program or survey is needed by these coordinators to organize a program. A similar program has also been conducted the past two summers for beginning skill trade teachers. If there is need for such programs this summer, such programs will be conducted. The orientation sessions are conducted by regular teacher trainers and are not credit courses.

9. Next fall, a time will hopefully be scheduled for the State staff and teacher trainers to meet and discuss making plans and initiating a planned improvement program for all vocational industrial teachers in local programs. This activity, of course, will be based upon evaluation of existing programs.

10. In addition to in-service and pre-service seminars already mentioned, an annual one-day fall in-service seminar for high school coordinators is staged in each of the five distributive education field areas.

11. Two leadership conferences in August and one in mid-winter will be conducted for directors of vocational-technical education, business mamagers, and other junior college administrators.

12. An in-service, off-farm education workshop for cooperative part-time teachers is provided for teachers each summer.

13. Members of the staff work with teachers individually and in small groups to increase their proficiency in teaching off-farm agricultural occupations.

14. Teacher education institutions are conducting pre-service and in-service education programs for teachers employed to teach production agriculture and off-farm agricultural occupations.

15. A three-week workshop on home economics cooperative part-time training is planned by one institution for teachers now engaged in the program and teachers who are planning programs.

16. An in-service homemaking workshop for cooperative part-time teachers is provided each summer.

17. Staff members of homemaking work with teachers individually and in small groups on program development.

18. Teachers of homemaking education programs are developing pre-service programs to prepare teachers for gainful employment programs.

19. A three-week workshop consisting of 120 hours of instruction is provided for teachers who will conduct pre-employment laboratory training in farm mechanics.

20. A three-week workshop consisting of 120 hours of instruction is provided for teachers who will conduct pre-employment laboratory training in ornamental horticulture.

21. Two hundred and fifty-two local, ten area, and one State in-service education workshop for teachers will be conducted by staff members of the Vocational Agriculture Education Division.

22. Eighty in-service education workshops will be conducted for teachers by teacher education institutions, business, and industry in cooperation with the Division of Vocational Agriculture.

23. A vocational nurse workshop will be held from July 1 to July 12, 1968.

24. A health occupations teachers workshop will be held from July 22 to August 2, 1968.

25. Health occupations teachers regional workshops will be held in Lubbock on August 10, San Antonio on August 17, and Dallas on July 20.

The designated vocational education teacher training institutions are listed in Table 13 of Appendix A. This table also shows program area, name and title of administrator, and vocational education teacher training staff numbers.

VOCATIONAL GUIDANCE AND COUNSELING. The Vocational and Adult Education Department will continue to further develop effective guidance services in public schools, junior colleges, and senior colleges conducting approved vocational-technical programs. Also, the employment of adequate staffs will be encouraged in instances where guidance services are insufficient. Priorities have been established in the use of vocational funds for guidance and counseling salaries of guidance personnel in area vocational schools and personnel in large city high schools conducting comprehensive programs of vocational education. All the larger area vocational schools will have the service of at least one full-time vocational guidance official. Smaller schools will have guidance and counseling personnel assigned on a less than full-time basis.

Projected activities in the area of occupational and educational information include: (1) the preparation of a Counselor's Guide to Vocational-Technical Programs in Post-Secondary Schools, and (2) cooperation with the Division of Guidance Services to disseminate lists of prepared occupational information to local educational agencies. Projected activities for counseling services include a summer workshop for vocational counselors and district workshops during the school year. The district workshops will involve both counselors and vocational teachers.

Follow-up activities will be included as a part of the vocational program evaluation being conducted both by the local educational agency and the State Department of Vocational and Adult Education. In addition to providing leadership to local schools for development of job placement programs, the Department of Vocational and Adult Education shall continue to utilize the resources of the Texas Employment Commission.

CURRICULUM MATERIALS DEVELOPMENT. The Texas Education Agency, through the cooperation of Texas A&M University, has established a Materials Development Center at College Station to develop instructional materials in the field of vocational agricultural education. Titles of agricultural curriculum materials currently in process for students and instructors (courses of study) are as follows:

1. Agricultural Chemical Sales and Service
2. Wool and Mohair Warehouse
3. Wildlife Conservation
4. Forestry Production
5. Irrigation Equipment Sales and Service
6. Swine Farm
7. Ranch
8. Feedlot
9. Seed Sales and Service

Titles of agricultural curriculum material currently for instructors are as follows:

1. Group Instruction for Cooperative Part-time Training Students
2. Agricultural Machinery Service and Repair for Pre-employment Laboratory Training Students
3. Ornamental Horticulture for Pre-employment Laboratory Training Students

4. Animal Reproduction for Production Agriculture

Agricultural curriculum materials proposed or identified for development for students and instructors are as follows:

1. Food Products Processing

2. Grain Elevator

Agricultural curriculum materials proposed or identified for development for instructors are as follows:

1. Animal Science

2. Soil Science

3. Plant Science

4. Agricultural Mechanics

5. Supervised Experience Programs

6. Leadership

7. Agricultural Management

The Home Economics Instructional Materials Center at Texas Technological College, in cooperation with the Texas Education Agency, has completed the first year of operation. The director (employed in February) and assistant director will assist teachers in the use of these materials and will make revisions based on evaluations conducted during the year. Procedures similar to those of 1967-68 will be continued in the development of materials for use in training in four additional occupations as follows: Florist Aide, Home Furnishings Aide, Hotel and Motel Aide, and Catering and/or Housekeeping Aide.

The Distributive Education Instructional Materials Laboratory, Division of Extension, The University of Texas at Austin, in cooperation with the Texas Education Agency, has the curriculum materials in process for instructors entitled Selling People. In addition, curriculum materials being prepared for students are as follows:

1. Basic Organization of Distribution

2. Basic Selling

3. Communication in Distribution

4. Math of Distribution

5. School and Business Relationships

6. Men's Wear

7. Sales Training Kit

Additional distributive education materials for students proposed or identified for development are as follows:

1. Floristry
2. Let's Sell Ready-to-Wear
3. Receiving, Checking, and Marketing
4. Sporting Goods
5. Stockkeeping
6. Grooming Aide

Teacher's guides for the Coordinated Vocational-Academic Education Program (special needs) are being developed in five occupational areas. Guides for the four academic areas (English, mathematics, physical science, and social sciences) are also being developed. A guide for occupations in Police Administration and Fire Protection Administration has been published by Texas A&M University and will be distributed for the first time to be used this next fiscal year.

Present efforts to develop materials in connection with the teacher training departments at the University of Texas and Texas A&M University will be continued. Curriculum materials currently in a development stage or a developmental planning stage are: vocational industrial skill trade course outlines (revision), industrial cooperative training study guides and bibliographies (revision), and School Shop Safety Handbook. The anticipated expenditures needed for developing, reproducing, and disseminating curriculum materials will be approximately $30,000 for the next fiscal year.

RESEARCH, EXPERIMENTAL AND DEVELOPMENTAL PROGRAMS. The staff of the Occupational Research Coordinating Unit will continue tc stimulate, facilitate, and coordinate occupational research and developmental activities throughout the State. Special attention will be given to the dissemination of research reports and reference materials acquired from the Education Research Information Center and other sources. New emphasis will be placed on the publication and dissemination of reports describing research completed in Texas institutions. An informational brochure describing the services provided by the Occupational Research Coordinating Unit will be prepared and given wide distribution. Revised guidelines for the development of research projects and the preparation of research proposals will be prepared and disseminated to school districts, junior colleges, and other institutions. Total staff time in the accomplishment of major program objectives will be divided between (1) research and developmental projects supported and coordinated by the Unit and (2) research staff studies, and special projects initiated by the Unit and other divisions of the Department of Vocational and Adult Education. Current and projected projects in the first category are:

1. A study of health occupations by Amarillo College in connection with the establishment of a new extensive medical facility in the area.

2. The development of curriculum materials during the summer of 1967 occurred at San Angelo Independent School District. Curriculum guides were developed for agriculture, appliance repair, practical English, building trades, small engine repair, office education, and health occupations. A follow-up study to evaluate these materials has been proposed.

3. A research project is underway at Texas A&M University which involves the identification of mathematical concepts necessary for electronics technicians.

4. Texas Technological College has submitted a project proposal for developing a workbook to be used as the official manual for students in vocational agriculture.

5. A proposal is being developed by Texas Technological College which involves a follow-up study of students who completed cooperative training in vocational agriculture.

6. A project proposed by Central Texas College will involve the development of an information management system for the Department of Vocational and Adult Education.

7. A summer workshop has been proposed by Lee College to provide administrators from public junior colleges in Texas an opportunity to meet with representatives from industry and other organizations for the purpose of reviewing and updating curricula in technical education.

8. A research project proposed by James Connally Technical Institute is designed to determine the need for designers and draftsmen in the Texas labor market and to establish the requirements for curricula in vocational and technical drafting courses.

9. A project, now underway at Texas A&M University, involves the preparation of a comprehensive plan for the establishment of a creative curriculum development center and educational laboratory for vocational and technical education.

10. A project is underway at El Centro College which involves the development of a series of film strips providing guidance information in nine technical occupational areas.

11. A project is underway at Texas A&M University entitled "An Identification of the Level of Knowledge and Skills Required for Becoming an Entry Worker in the Occupational Categories of Farm Machinery Service and Repair and Ornamental Horticulture."

12. A proposal entitled "Pilot Project to Demonstrate the Feasibility of Planning for Occupational Education on a Regional Basis" was prepared by the Texas Education Agency and submitted to the United States Office of Education for funding.

13. A study is now underway in the Brownsville Independent School District which is expected to reveal the effects of parental participation in the Adult Basic Education Program on the academic achievement of their children in the Brownsville Public Schools.

Staff activities in the second category (in-house research, staff studies, and special projects) include the following:

1. The Research Coordinating Unit is engaged in assisting the State Advisory Committee on Vocational Education in preparing a report on Texas vocational education.

2. The Occupational Research Coordinating Unit is coordinating the revision of 14 El Paso Independent School District developed curriculum guides for the Coordinated Vocational-Academic Education (CVAE) program.

3. Preliminary plans are being developed for a public information system for vocational education in Texas.

4. The Occupational Research Coordinating Unit is assisting the State Advisory Committee on Vocational Education Subcommittee on Labor Market Information in developing a plan for a manpower development system in Texas.

5. A workshop for researchers and potential researchers in selected schools in Texas is planned for the summer of 1968.

6. A staff study has been initiated to determine the cost involved in conducting in-service education for professional personnel and leadership training for members of youth organizations.

In addition to the research and related activities listed above, the Occupational Research Coordinating Unit will expand activities in stimulating, coordinating, and disseminating the results of research to the various divisions or other interested parties. Specific items which will be developed in this area are: (1) revise and distribute the guide for developing research proposals, (2) keep researchers informed of activities of the Occupational Research Coordinating Unit, (3) visit universities, colleges, public schools, and Service Centers to stimulate interest in occupational research, (14) continue to develop the Research Library, (5) provide dissemination patterns for Educational Resources Information Center (ERIC) documents, and (6) meet with selected teacher groups as requested to promote utilization of research findings.

PROGRAM EVALUATION. An evaluation of a program of studies is for the purpose of making improvements to provide for optimum services to the student and the community. The evaluation of vocational programs then shall be for the purpose of improving existing programs and implementing new programs when needed. A self-evaluation shall be conducted by the local school. The total evaluation of a school will be done by two specific groups:

1. A self-evaluation by the school personnel and selected members of the community.

2. A visiting committee composed of members from the Texas Education Agency staff.

Upon completion of the self-evaluation by the school district, representatives of the Texas Education Agency will make an evaluation visit to the school and, after observation of the school program and review of the self-evaluation, the visiting team shall make a final evaluation report to the superintendent, with recommendations and suggestions for action by the superintendent of schools and/or local board of trustees.

WORK-STUDY PROGRAM. The Work-Study Program will be administered by the local educational agency. This program will be made available to all qualified youth within funds available. These students should be able to meet the requirements in 5.12, 5.13, 5.14, and 5.15 as stated in the State Plan for Vocational Education. The program will be administered as follows:

1. The State Board shall approve, supervise, and evaluate work-study programs administered by public schools and colleges for the 1968 Work-Study Program.

2. The allocation for the Summer Work-Study Program for 1968 is $563,525. Estimates have been received from 130 school districts and colleges for summer participation in the amount of the allocation. In addition, $135,500 has been requested by school districts and colleges. This disbursement may be performed if a State 90 percent to ten percent or a 75 percent to 25 percent funding may be made.

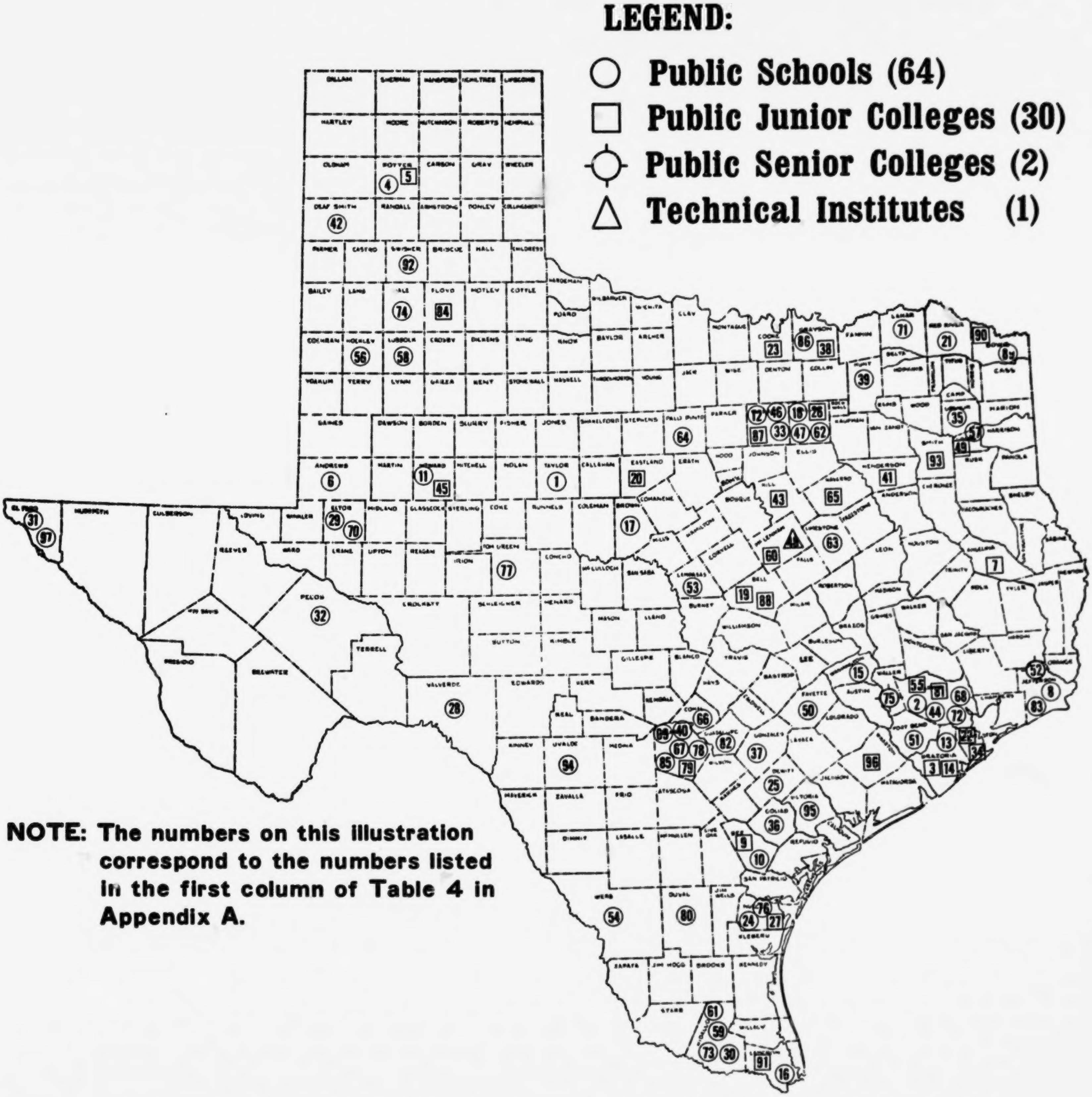
Further allocations of Work-Study Program funds after 1968 will be administered by the State in accordance with existing legislation.

ENROLLMENT AND FUND ESTIMATE. An estimated enrollment and the Federal, State, and local matching funds needed for vocational education is given in Table 14 of Appendix A. In addition, the percentage of students from low income families is shown for fiscal year 1969 in the secondary, post-secondary, adult, and special needs levels. Table 14 shows funds expended in construction and ancillary services in addition to the four levels.

SPECIAL ADULT PROGRAMS. The Adult Basic Education Program (ABE), Adult Migrant Education Program (AME), Civil Defense Adult Education Program (CDAE), Manpower Development and Training Act Program (MDTA), and Veterans Approval Program (VA) comprise the Special Adult Programs. The plans for these programs during fiscal year 1969 are contained in Appendix C although these data are not a part of the United States Office of Education reporting requirements for this report.

APPENDIX A

SUPPORTIVE TABLES AND ILLUSTRATIONS


LEGEND:
○ Public Schools (64)
□ Public Junior Colleges (30)
-○- Public Senior Colleges (2)
△ Technical Institutes (1)
4
5
42
92
74
84
56
58
71
21
90
23
86
38
39
72
46
18
26
87
33
47
62
35
57
49
64
93
6
11
45
1
20
41
43
65
31
97
29
70
17
63
60
7
77
53
19
88
32
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79
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25
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61
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91
16

NOTE: The numbers on this illustration correspond to the numbers listed in the first column of Table 4 in Appendix A.

FIGURE 1. LOCATION OF AREA VOCATIONAL SCHOOLS

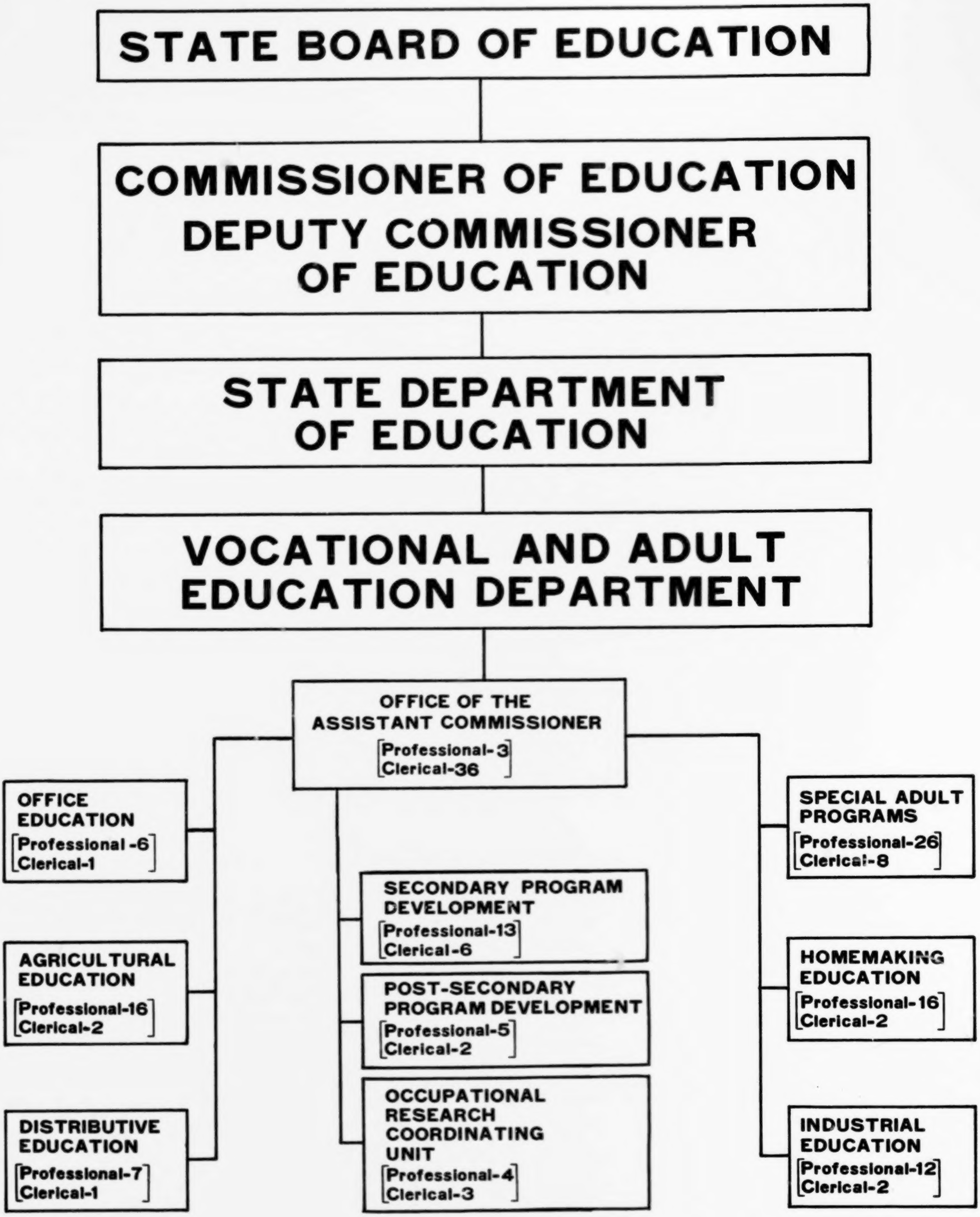
STATE BOARD OF EDUCATION
COMMISSIONER OF EDUCATION
DEPUTY COMMISSIONER OF EDUCATION
STATE DEPARTMENT OF EDUCATION
VOCATIONAL AND ADULT EDUCATION DEPARTMENT
OFFICE OF THE ASSISTANT COMMISSIONER
Professional-3
Clerical-36
OFFICE EDUCATION
Professional -6
Clerical-1
AGRICULTURAL EDUCATION
Professional-16
Clerical-2
DISTRIBUTIVE EDUCATION
Professional-7
Clerical-1
SECONDARY PROGRAM DEVELOPMENT
Professional-13
Clerical-6
POST-SECONDARY PROGRAM DEVELOPMENT
Professional-5
Clerical-2
OCCUPATIONAL RESEARCH COORDINATING UNIT
Professional-4
Clerical-3
SPECIAL ADULT PROGRAMS
Professional-26
Clerical-8
HOMEMAKING EDUCATION
Professional-16
Clerical-2
INDUSTRIAL EDUCATION
Professional-12
Clerical-2

FIGURE 2. VOCATIONAL AND ADULT EDUCATION ORGANIZATIONAL CHART

TABLE 1

SUMMARY OF EMPLOYMENT DEMAND AND SUPPLY OF TRAINED PERSONNEL

Occupational Area	Current 1/ Employment	Projected Requirements for 1968-69			Projected Training Output for 1968-69		
		Expansion Needs 2/	Replacement Needs 2/	Total	Vocational Education 3/	Other 4/ Sectors	Total
Agriculture (Production)	302,800	-0-	6,389	6,389	8,527	-0-	8,527
Agriculture (Off-Farm)	431,915	14,923	9,113	24,036	2,580	-0-	2,580
Distribution and Marketing	1,012,369	34,912	21,361	56,273	8,006	2,136	10,142
Health	273,382	9,447	5,768	15,215	2,254	4,367	6,621
Home Economics (Gainful)	217,852	7,530	4,597	12,127	358	-0-	358
Office	431,432	14,923	9,103	24,026	10,103	12,399	22,502
Trade and Industrial	1,477,974	50,930	31,185	82,115	9,983	21,749	31,732
Technical	123,876	4,244	2,613	6,857	4,382	689	5,071
TOTAL	4,271,600	136,909	90,129	227,038	46,193	41,340	87,533

TABLE 1 (CONTINUED)

1/ *Texas Labor Market*, May 1968 Issue, Published by the Texas Employment Commission and Table 3-3, pages 14 and 15 of *Future Trends for Vocational Education as Indicated by Occupational Surveys*, October 1967 publication of Vocational and Adult Education Department, Texas Education Agency.

2/ Figure 3-7, p. 18, *Future Trends of Vocational Education as Indicated by Occupational Surveys*. (Expansion Needs - 3.33% and Replacement Needs - 2.11%)

3/ P. 90, *Annual Descriptive Report* (Fiscal Year 1967) of Texas.
NOTE: Projections based upon program completions with 10 percent compounded for two years were used where possible. Where program completions were unavailable, the twelfth grade enrollments were used with 10 percent compounded for two years.

4/ The statistics presented in this column are a compilation of Manpower Development and Training Act (MDTA) enrollees and Concentrated Employment Program (CEP) enrollees. CEP is administered by MDTA Division. In addition, private business and vocational-technical enrollments were estimated from Veterans Approval Division statistics. Also, statistics from the Texas Boards for Licensed Vocational Nurses, Cosmetology, and Barbers were used.

TABLE 2

PROJECTED DEMAND FOR TRAINED PERSONNEL

Occupational Area	Type of Needs	FY 1970	FY 1971	FY 1972	FY 1973
Agriculture (Production)	Expansion	-0-	-0-	-0-	-0-
	Replacement	6,381	6,573	6,672	6,751
Agriculture (Off-Farm)	Expansion	15,424	15,958	16,514	17,088
	Replacement	9,456	9,773	10,111	10,464
Distribution & Marketing	Expansion	36,083	37,333	38,634	39,976
	Replacement	22,122	22,863	23,655	24,480
Health	Expansion	9,764	10,102	10,562	10,817
	Replacement	5,986	6,187	6,401	6,693
Home Economics (Gainful)	Expansion	7,783	8,052	8,419	8,622
	Replacement	4,771	4,931	5,102	5,335
Office	Expansion	15,424	15,958	16,514	17,088
	Replacement	9,456	9,773	10,111	10,464
Technical	Expansion	4,387	4,538	4,697	4,860
	Replacement	2,689	2,779	2,876	2,976
Trade & Industrial	Expansion	52,639	54,462	56,360	58,318
	Replacement	32,272	33,354	34,509	35,711
TOTAL	Expansion	141,504	146,403	151,700	156,769
	Replacement	93,133	96,233	99,437	102,874
GRAND TOTAL	Expansion and Replacement	234,637	242,636	251,137	259,643

TABLE 3

PROJECTED SUPPLY OF TRAINED PERSONNEL

Occupational Area	Training Area	FY 1970	FY 1971	FY 1972	FY 1973
Agriculture (Production)	Vocational Education	8,698	8,862	9,017	9,163
	Other Sectors	-0-	-0-	-0-	-0-
Agriculture (Off-Farm)	Vocational Education	4,001	5,422	6,843	8,265
	Other Sectors	-0-	-0-	-0-	-0-
Distribution and Marketing	Vocational Education	9,034	10,063	11,092	12,121
	Other Sectors	2,511	2,722	2,951	3,199
Health	Vocational Education	2,443	2,648	2,870	3,111
	Other Sectors	4,759	5,159	5,592	6,062
Home Economics (Gainful)	Vocational Education	435	513	590	668
	Other Sectors	-0-	-0-	-0-	-0-
Office	Vocational Education	12,628	15,153	17,679	20,205
	Other Sectors	11,027	9,655	8,283	6,911
Technical	Vocational Education	4,750	5,149	5,582	6,051
	Other Sectors	747	810	878	952
Trade and Industrial	Vocational Education	11,600	13,195	14,790	16,385
	Other Sectors	23,576	25,556	27,703	30,030
Total	Vocational Education	53,589	61,005	68,463	75,969
	Other Sectors	42,620	43,902	45,407	47,154
Grand Total	Vocational Education	96,209	104,907	113,870	123,123

TABLE 4

DISPOSITION OF AREA VOCATIONAL SCHOOLS

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
1	Abilene ISD	Box 981 Abilene, Texas 79604	Taylor	17	HS	Agriculture Distributive Homemaking Industrial Office	S,A
2	Aldine ISD 5/	14910 Ald-W'Fld Road Houston, Texas 77039	Harris	8	HS	Agriculture Distributive Homemaking Industrial Office	S
3	Alvin Junior College 4/	3110 South Mustang Road Alvin, Texas 77511	Brazoria	14	JC	Health Occupations Industrial Office Technical	PS
4	Amarillo ISD	910 West Eighth Street Amarillo, Texas 79101	Potter	18	HS	Agriculture Distributive Health Occupations Homemaking Industrial Occupational Training Office	S.A.X

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
5	Amarillo College	2201 Washington Amarillo, Texas 79105	Potter	18	JC	Distributive Health Occupations Industrial Office Technical	PS,A
6	Andrews ISD 4/	405 NW Third Andrews, Texas 79714	Andrews	19	HS	Distributive Industrial Office	S,A
7	Angelina College 5/	P. O. Box 1768 Lufkin, Texas 75901	Angelina	2	JC	None Known	PS
8	Beaumont ISD	820 Neches Beaumont, Texas 77704	Jefferson	9	HS	Agriculture Distributive Homemaking Industrial Occupational Training Office	S,A,X
9	Bee County College	P. O. Box 100 Beeville, Texas 78102	Bee	23	JC	Agriculture Distributive Health Occupations Industrial Office Technical	PS

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
10	Beeville ISD	Drawer C Beeville, Texas 78102	Bee	23	HS	Agriculture Distributive Homemaking Industrial Occupational Training Office	S,A,X
11	Big Spring ISD	708 Eleventh Big Spring, Texas 79720	Howard	17	HS	Agriculture Distributive Homemaking Industrial Occupational Training Office	S,X
12	Birdville ISD	6125 East Belknap Street Fort Worth, Texas 76117	Tarrant	12	HS	Distributive Health Occupations Homemaking Industrial Occupational Training Office	S,X
13	Brazosport ISD (C)	Drawer Z Freeport, Texas 77541	Brazoria	14	HS	Agriculture Distributive Homemaking Industrial Office	S,A,X

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
14	Brazosport Junior College (N) 5/	Drawer Z Freeport, Texas 77541	Brazoria	14	JC	Industrial Office Technical	PS
15	Brenham ISD	Box 1147 Brenham, Texas 77833	Washington	6	HS	Agriculture Distributive Homemaking Industrial Occupational Training Office	S,A,X
16	Brownsville ISD	1102 East Madison Street Brownsville, Texas 78520	Cameron	15	HS	Agriculture Distributive Homemaking Industrial Office	S,A
17	Brownwood ISD	Drawer 710 Brownwood, Texas 76801	Brown	17	HS	Agriculture Distributive Homemaking Industrial Office	S
18	Carrollton-Farmers Branch ISD	1721 Walnut Street Carrollton, Texas 75006	Dallas	3	HS	Agriculture Distributive Homemaking Industrial Occupational Training Office	S,A,X

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs 3/	Level of Programs 3/
19	Central Texas College	P. O. Box 848 Kileen, Texas 76541	Bell	11	JC	Agriculture Distributive Health Occupations Industrial Office Technical	PS
20	Cisco Junior College	Route 3, Box 3 Cisco, Texas 76437	Eastland	17	JC	Distributive Health Occupations Industrial Office Technical	PS,A
21	Clarksville ISD	Box 1016 Clarksville, Texas 75426	Red River	1	HS	Agriculture Distributive Homemaking Industrial Office	S,A
22	College of the Mainland 4/	P. O. Drawer 171 Texas City, Texas 77590	Galveston	9	JC	Industrial Office Technical	PS,A
23	Cooke County Junior College 4/	P. O. Box 815 Gainesville, Texas 76240	Cooke	13	JC	Industrial Office Technical	PS

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
24	Corpus Christi ISD	Box 110 Corpus Christi, Texas 78403	Nueces	14	HS	Agriculture Distributive Homemaking Industrial Occupational Training Office	S,A,X
25	Cuero ISD	Box 590 Cuero, Texas 77954	DeWitt	23	HS	Agriculture Distributive Homemaking Industrial Occupational Training Office	S,A,X
26	Dallas County Junior College District	Main and Lamar Streets Dallas, Texas 75202	Dallas	3,5,6,13	JC	Distributive Health Occupations Industrial Office Technical	PS,A
27	Del Mar College	101 Baldwin Corpus Christi, Texas 78404	Nueces	14	JC	Distributive Health Occupations Industrial Office Pre-Vocational Technical	PS,A,X
28	Del Rio ISD 4/ (continued)	215 W. Garfield Del Rio, Texas 78840	Val Verde	21	HS	Distributive Homemaking	S,A

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
	Del Rio ISD (continued)					Industrial Office	
29	Ector ISD 5/	Box 3912 Odessa, Texas 79760	Ector	21	HS	Agriculture Distributive Homemaking Industrial Office	S,A
30	Edinburg ISD	Box 990 Edinburg, Texas 78539	Hidalgo	15	HS	Agriculture Distributive Homemaking Industrial Occupational Training Office	S,A,X
31	El Paso ISD	Box 1710 El Paso, Texas 79999	El Paso	16	HS	Agriculture Distributive Homemaking Industrial Occupational Training Office	S,A,X
32	Fort Stockton ISD	Box 247 Fort Stockton, Texas 79735	Pecos	16	HS	Agriculture Distributive Homemaking Industrial Office	S

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
33	Fort Worth ISD	3210 West Lancaster Fort Worth, Texas 76107	Tarrant	12	HS	Distributive Health Occupations Homemaking Industrial Occupational Training Office	S,A,X
34	Galveston Community College	4015 Avenue Q Galveston, Texas 77550	Galveston	9	JC	Distributive Health Occupations Industrial Office Technical	PS,A
35	Gilmer ISD	Box 40 Gilmer, Texas 75644	Upshur	1	HS	Agriculture Distributive Homemaking Industrial Office	S,A
36	Goliad ISD	Box 830 Goliad, Texas 77963	Goliad	23	HS	Agriculture Distributive Homemaking Industrial Office	S,A
37	Gonzales ISD 5/	Box 157 Gonzales, Texas 78629	Gonzales	23	HS	Agriculture Distributive Homemaking Industrial	S,A
38	Grayson County College 4/	P. O. Box 979 Denison, Texas 75021	Grayson	4	JC	Distributive Health Occupations Industrial Technical	PS,A

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
39	Greenville ISD	Box 1022 Greenville, Texas 75401	Hunt	4	HS	Agriculture Distributive Homemaking Industrial	S,A
40	Harlandale ISD	102 Genevieve Street San Antonio, Texas 78214	Bexar	20	HS	Distributive Health Occupations Homemaking Industrial Office Technical	S
41	Henderson County Junior College	Cardinal Drive Athens, Texas 75751	Henderson	2	JC	Agriculture Distributive Health Occupations Office Technical	PS
42	Hereford ISD 4/	Box 1698 Hereford, Texas 79045	Deaf Smith	18	HS	Agriculture Distributive Homemaking Industrial	S,A
43	Hill Junior College 4/	P. O. Box 619 Hillsboro, Texas 76645	Hill	6	JC	Health Occupations Office Technical	PS
44	Houston ISD	1300 Capitol Avenue Houston, Texas 77002	Harris	7,8,22	HS	Agriculture Distributive Health Occupations Homemaking Industrial Occupational Training Office	S,A,X

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
45	Howard County Junior College 4/	11th Place at Birdwell Lane Big Spring, Texas 79720	Howard	17	JC	Distributive Health Occupations Technical	PS
46	Hurst-Euless-Bedford ISD 5/	Hurst, Texas 76053	Tarrant	12	HS	Distributive Homemaking Industrial Office	S,A
47	Irving ISD 4/	Box 637 Irving, Texas 75061	Dallas	3	HS	Distributive Homemaking Industrial Office	S,A
48	James Connally Technical Institute 4/	P. O. Box 201 Waco, Texas 76705	McLennan	11	T	Health Occupations Industrial Technical	PS,A
49	Kilgore College 4/	Box 1541 Kilgore, Texas 75662	Gregg	4	JC	Distributive Industrial Office Technical	PS,A
50	La Grange ISD	Box 100 La Grange, Texas 78945	Fayette	10	HS	Agriculture Distributive Homemaking Industrial Occupational Training Office	S,A,X
51	Lamar ISD	Administration Building Rosenberg, Texas 77471	Fort Bend	6	HS	Agriculture Distributive	S,A,X

(continued)

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
	Lamar ISD (continued)					Homemaking Industrial Occupational Training	
52	Lamar State College of Technology 4/	Lamar School of Vocations Beaumont, Texas 77704	Jefferson	9	C	Industrial Technical	PS,A
53	Lampasas ISD	Box 751 Lampasas, Texas 76550	Lampasas	17	HS	Agriculture Distributive Homemaking Industrial Office	S,A
54	Laredo ISD 5/	1701 Victoria Laredo, Texas 78040	Webb	23	HS	Agriculture Distributive Homemaking Industrial Office	S,A
55	Lee College	P. O. Box 818 Baytown, Texas 77521	Harris	10	JC	Distributive Health Occupations Homemaking Industrial Office Pre-Vocational Technical	PS,A,X

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
56	Levelland ISD	1103 Houston Street Levelland, Texas 79336	Hockley	19	HS	Agriculture Distributive Homemaking Industrial Occupational Training Office	S,A,X
57	Longview ISD	Box 151 Longview, Texas 75601	Gregg	4	HS	Agriculture Distributive Homemaking Industrial Occupational Training Office	S,A,X
58	Lubbock ISD	1715 - 26th Street Lubbock, Texas 79411	Lubbock	19	HS	Agriculture Distributive Homemaking Industrial Office	S,A
59	McAllen ISD	110 South Tenth Street McAllen, Texas 78501	Hidalgo	15	HS	Agriculture Distributive Homemaking Industrial Occupational Training Office	S,A,X
60	McLennan Community College 4/	Waco, Texas 76705	McLennan	11	JC	Distributive Health Occupations Office Technical	PS,A

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
61	Mercedes ISD 4/	Box 417 Mercedes, Texas 78570	Hidalgo	15	HS	Agriculture Distributive Homemaking Office	S,A
62	Mesquite ISD 4/	405 East Davis Mesquite, Texas 75149	Dallas	5	HS	Distributive Homemaking Industrial Office	S
63	Mexia ISD (N)	Box 271 Mexia, Texas 76667	Limestone	11	HS	Agriculture Distributive Homemaking Industrial	S,A
64	Mineral Wells ISD (N) 4/	Mineral Wells, Texas 76067	Palo Pinto	17	HS	Agriculture Distributive Homemaking Office	S
65	Navarro Junior College 4/	P. O. Box 1170 Corsicana, Texas 75111	Navarro	6	JC	Health Occupations Industrial Technical	PS
66	New Braunfels ISD	Box 1061 New Braunfels, Texas 78130	Comal	21	HS	Agriculture Distributive Homemaking Industrial Office	S,A

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
67	North East ISD	10214 Sommers Drive San Antonio, Texas 78217	Bexar	20	HS	Distributive Health Occupations Homemaking Industrial Office	S
68	Northeast Houston ISD	Box 23278 Houston, Texas 77028	Harris	8	HS	Agriculture Distributive Homemaking Industrial Office	S,A
69	Northside ISD	Route 8, Box 130-A San Antonio, Texas 78228	Bexar	20	HS	Agriculture Distributive Health Occupations Homemaking Industrial Office	S,A
70	Odessa College	P. O. Box 3752 Odessa, Texas 79760	Ector	21	JC	Distributive Health Occupations Industrial Office Technical	PS,A
71	Paris ISD	Box 3 Paris, Texas 75460	Lamar	1	HS	Agriculture Distributive Homemaking Industrial	S,A

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
72	Pasadena ISD 5/	Box 1799 Pasadena, Texas 77501	Harris	22	HS	Agriculture Distributive Homemaking Industrial Occupational Training Office	S,A,X
73	Pharr-San Juan-Alamo ISD	Drawer Y Pharr, Texas 78577	Hidalgo	15	HS	Agriculture Distributive Homemaking Industrial Occupational Training Office	S,A,X
74	Plainview ISD	912 Portland Plainview, Texas 79092	Hale	18	HS	Agriculture Distributive Homemaking Industrial Office	S,A
75	Praire View A&M College 4/	Prairie View, Texas 77445	Waller	6	C	Industrial Technical	PS
76	Robstown ISD	801 North First Street Robstown, Texas 78380	Nueces	14	HS	Agriculture Distributive Homemaking Industrial Office	S

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
77	San Angelo ISD	100 North Magdalen San Angelo, Texas 76901	Tom Green	21	HS	Agriculture Distributive Health Occupations Homemaking Industrial Occupational Training Office	S,A,X
78	San Antonio ISD	141 Lavaca Street San Antonio, Texas 78210	Bexar	20,21	HS	Agriculture Distributive Homemaking Industrial Office	S,A
79	San Antonio Union Junior College District	1300 San Pedro Avenue San Antonio, Texas 78212	Bexar	20,21	JC	Distributive Health Occupations Industrial Office Technical	PS,A
80	San Diego ISD 5/	Box 398 San Diego, Texas 78384	Duval	23	HS	Agriculture Homemaking Industrial Office	S,A
81	San Jacinto College	8060 Spencer Highway Pasadena, Texas 77505	Harris	7,8,22	JC	Distributive Health Occupations Homemaking Industrial Technical	PS,A

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
82	Seguin ISD (N) 4/	Drawer 31 Seguin, Texas 78155	Guadalupe	23	HS	Agriculture Distributive Homemaking Industrial	S
83	South Park ISD 4/	1025 Woodrow Beaumount, Texas 77705	Jefferson	9	HS	Agriculture Distributive Homemaking Industrial	S
84	South Plains College	Levelland, Texas 79258	Hockley	19	JC	Agriculture Distributive Health Occupations Industrial Technical	PS
85	South San Antonio ISD 4/	2515 Navajo Street San Antonio, Texas 78224	Bexar	20	HS	Distributive Homemaking Industrial Office	S
86	Sherman ISD 5/	Box 1156 Sherman, Texas 75091	Grayson	4	HS	Agriculture Distributive Homemaking Industrial Office	S,A
87	Tarrant County Junior College District	1400 Fort Worth National Bank Building Fort Worth, Texas 76102	Tarrant	6,12	JC	Distributive Health Occupations Industrial Office Technical	PS,A

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
88	Temple Junior College 4/	Box 788 Temple, Texas 76501	Bell	11	JC	Distributive Industrial Office Technical	PS
89	Texarkana ISD	710 West 16th Street Texarkana, Texas 75501	Bowie	1	HS	Agriculture Distributive Homemaking Industrial Office	S,A
90	Texarkana College 4/	1024 Tucker Texarkana, Texas 75501	Bowie	1	JC	Health Occupations Technical	PS
91	Texas Southmost College 4/	Brownsville, Texas 78520	Cameron	15	JC	Health Occupations Industrial Office	PS,A
92	Tulia ISD	501 Northeast Fourth Street Tulia, Texas 79088	Swisher	18	HS	Agriculture Distributive Homemaking Industrial Occupational Training Office	S,A,X
93	Tyler Junior College 4/	Henderson Highway Tyler, Texas 75706	Smith	4	JC	Technical	PS,A
94	Uvalde ISD	Box 309 Uvalde, Texas 78801	Uvalde	21	HS	Agriculture Distributive Homemaking Industrial Office	S,A

TABLE 4 (CONTINUED)

Figure 1 Number	Name of School 1/	Address	County	Congressional District	Type of School 2/	Vocational Education Programs	Level of Programs 3/
95	Victoria ISD	1611 East North Victoria, Texas 77901	Victoria	14	HS	Agriculture Distributive Homemaking Industrial Office	S,A
96	Wharton County Junior College	911 Boling Wharton, Texas 77488	Wharton	10	JC	Agriculture Health Occupations Industrial Office Technical	PS
97	Ysleta ISD (C) 4/	8445 Valdespino El Paso, Texas 79907	El Paso	16	HS	Agriculture Distributive Homemaking Office	S,A

1/ C - Under Construction
N - Begin operation for the first time during the year
ISD - Independent School District

2/ Code:
SS - Specialized Secondary
T - Vocational-Technical Post-Secondary
HS - Regular or Comprehensive Secondary
JC - Junior or Community College
C - University or College
SPS - Combination (Secondary, Post-Secondary)

3/ Code:
S - Secondary (9-12)
PS - Post-Secondary (1963 Act, Purpose 2)
A - Adult (Preparatory and Supplementary)
X - Persons with Special Needs

4/ Multiple offerings in one or several occupational areas.

5/ No construction has occurred.

TABLE 5

MEMBERSHIP OF STATE ADVISORY COMMITTEE ON VOCATIONAL EDUCATION

Name	Title	Qualifications
HIGHER EDUCATION REPRESENTATIVES:		Five years experience in junior colleges or technical institutions of higher education conducting programs of vocational-technical education.
Dr. Roy Dugger	Vice President, Texas A&M University, and Director, James Connally Technical Institute	
Dr. David Norton	Junior College Program Examiner, Coordinating Board, Texas College and University System	
Dr. Grady St. Clair	Del Mar College Vice President, and President, Texas Association of Colleges and Universities	
LABOR REPRESENTATIVE:		Five years experience in labor relations and familiar with State vocational education needs.
Mr. M. A. Graham	Executive Secretary, Houston Building Trades Council	
MANAGEMENT REPRESENTATIVE:		Five years experience in management responsibilities and familiar with State vocational education management needs.
Mr. John E. Finn	Industrial Relations Director of Bell Helicopter Company and Tarrant County Junior College District Board of Trustees Member	
PROFESSIONAL EDUCATORS:		Five years experience as an educator.

TABLE 5 (CONTINUED)

Name	Title	Qualifications
Dr. Elden B. Busby	Executive Director, Region II Education Service Center	
Mr. S. P. Cowan	Superintendent, McAllen Public Schools	
Mr. James R. D. Eddy	Educational Consultant and Former Dean, Division of Extension, The University of Texas	
Dr. O. J. Baker	Executive Director, Texas Educational Foundation, Inc. (McKinney and Gary Job Corps Training Centers)	
STATE AGENCY REPRESENTATIVES:		Present State Agency administration.
Mr. Richard Coffman	Administrator, Texas Employment Commission	
Mr. James J. Kelly	Acting Executive Director, Texas Industrial Commission	
STATE BOARD OF EDUCATION:		Present members of Texas State Board of Education.
Mr. Charles D. Hart	Insurance Salesman and State Board of Education Member	
Mr. James W. Harvey	Attorney at Law and State Board of Education Member	
Mr. Ben R. Howell (Advisory Committee on Vocational Education Chairman)	Attorney at Law and State Board of Education Member	
Mr. Penrose B. Metcalfe	Rancher and State Board of Education Member	
VOCATIONAL EDUCATION NEEDS EXPERTISE REPRESENTATIVES:		Knowledge about and experience with vocational education needs.
Mrs. Albertine Castle	Former Nutrition Consultant, Texas Gulf Bakers Council	

TABLE 5 (CONTINUED)

Name	Title	Qualifications
Mr. George C. Guthrie	Secretary-Treasurer, Commercial Contracting Company of San Antonio, Inc., and President, Board of Trustees, San Antonio Independent School District	
Mrs. L. L. Ledger	President, Texas Congress of Parents and Teachers, and Owner and Operator, Lea's Dress Shop	
Mr. E. D. Redding	Assistant to the President Brown and Root, Inc.	
Mr. C. G. Scruggs	Vice President and Editor, Progressive Farmer Magazine, and Member, Coordinating Board, Texas College and University System	

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Mr. E. D. Redding	Assistant to the President Brown and Root, Inc.	
Mr. C. G. Scruggs	Vice President and Editor, Progressive Farmer Magazine, and Member, Coordinating Board, Texas College and University System	

TABLE 6

EXISTING PROGRAMS SUMMARY FOR FISCAL YEAR 1968

Program	Level of Program 1/	Number of Programs	Estimated Unduplicated Number of Teachers	Estimated Enrollment	Estimated No. to Complete In Fiscal Year 1968
Agricultural (Production)	S	981.25	1155	48,461	17,106
	PS 4/	-0-	-0-	-0-	-0-
	A	825.00	825	104,201	------
	X	-0-	-0-	-0-	-0-
Agricultural (Off-Farm)	S	142.00	142	1,190	420
	PS	4.00	4	154	15
	A	-0-	-0-	-0-	-------
	X	3.00	3	84	84
Distribution and Marketing	S	303.00	315	10,404	7,927
	PS 4/	58.00	22	970	55
	A	97.00	240	30,000	------
	X	-0-	-0-	-0-	-0-
Health Occupations	S	9.25	13	230	30
	PS 4/	181.00	148	4,135	3,377
	A	57.00	57	925	-----
	X	-0-	-0-	-0-	-0-
Home Economics (Useful)	S	1936.50	1951	143,904	19,718
	PS 4/	-0-	-0-	-0-	-0-
	A	1298.00	1298	48,310	-----
	X	-0-	-0-	-0-	-----

TABLE 6 (CONTINUED)

Program	Level of Program 1/	Number of Programs	Estimated Unduplicated Number of Teachers	Estimated Enrollment	Estimated No. to Complete In Fiscal Year 1968
Home Economics (Gainful)	S	25.00	27	537	74
	PS 4/	10.00	4	141	72
	A	4.00	4	381	------
	X	65.00	80	2276	2,276
Office	S	162.75	178	5823	5,823
	PS 4/	251.00	112	5133	2,600
	A	428.00	306	7138	------
	X	7.00	9	291	291
Technical	S	36.50	38	1400	653
	PS 4/	1058.00	406	20,326	1,600
	A	124.00	39	1741	------
	X	2.00	2	56	56
Trades and Industry	S	712.00	731	22,311	8,936
	PS 4/	154.00	101	3,492	700
	A	575.00	575	15,621	------
	X	99.00	114	3619	3,619
TOTALS	S	4308.25	4550	234,260	60,687
	PS	1716.00	797	34,351	8,419
	A	3408.00	3344	208,317	-------
	X	192.50 3/	208	6,326	6,326

TABLE 6 (CONTINUED)

1/ Code:
S - Secondary (9-12)
PS - Post-Secondary (1963 Act, Purpose 2)
A - Adult (Preparatory and Supplementary)
X - Persons with Special Needs (Coordinated Vocational-Academic Education Program)

2/ One unit has been considered one program and one-half unit has been considered one-half program. Please note that Texas reimburses teacher salaries for half and full units.

3/ The Coordinated Vocational-Academic Education Program (Special Needs) is conducted in a pre-employment laboratory type of program and cooperative part-time training type of program. Although the program of the pre-employment laboratory type may be classified as a unit for a particular occupational area (agriculture, distributive, homemaking, health occupations, office, and technical) the cooperative part-time training programs cannot. The reason these cooperative programs cannot is because students in every occupation may be enrolled in one particular cooperative program. As a result, the 16.50 cooperative programs are reflected in the totals, but not in an occupational area.

4/ Number of classes rather than programs.

2 OF 2

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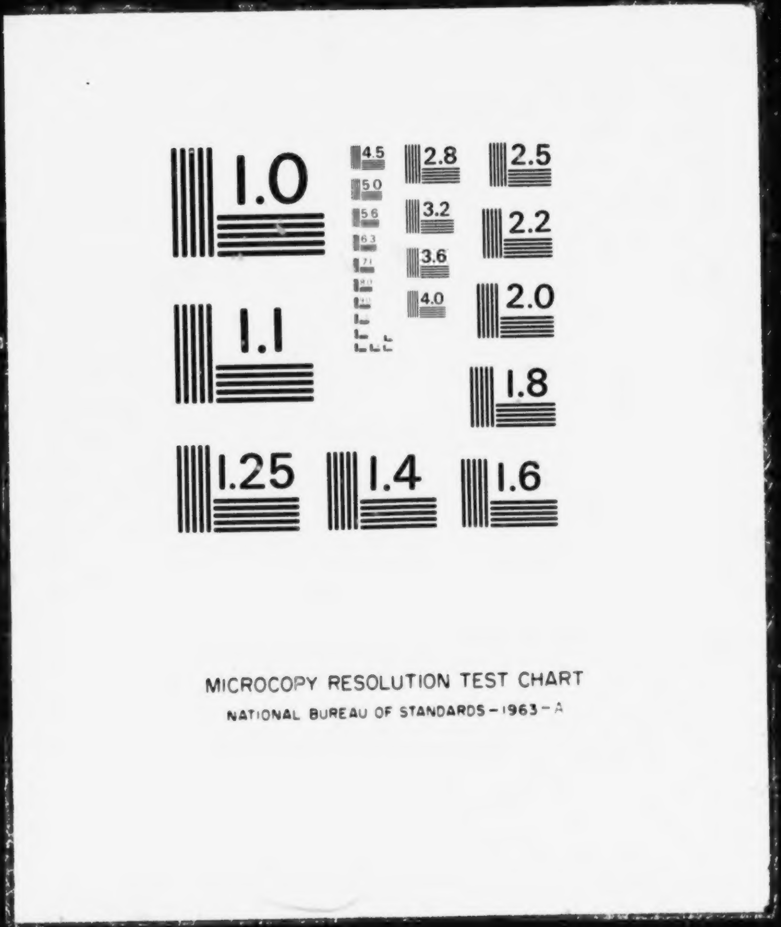
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

TABLE 7

EXPANDED PROGRAMS

Instructional Program (OE Code)	Level of Program (S,PS,A,X) 1/	Estimated No. of Programs to be Added	Estimated No. of Additional Teachers	Estimated Additional Enrollment	Estimated No. to Complete FY 1969
01.0700	S	5	2	100	45
04.0103	PS	1	1	30	-
07.0101	PS	4	6	120	100
07.0103	PS	2	4	40	30
07.0200	S	15	15	300	100
07.0203	PS	6	12	130	110
07.0204	PS	4	20	280	245
07.0205	PS	5	10	180	160
07.0206	A	15	15	300	275
07.0209	PS	3	3	60	50
07.0211	PS	4	4	55	50
09.0100	S	92	92	2,760	900
09.0200(C) 2/	S	8	8	160	85
14.0100 14.0300 14.0700 and 14.0900	S	33	33	1,147	1,147
17.0100	S	3	3	90	30
17.0200	S	1	1	30	28
17.0301	S	9	9	270	90
17.0302	S	40	40	1,200	400
17.0401	S	1	1	30	15
17.0600	S	1	1	30	-
17.0700	S	3	3	90	30
17.0900	S	2	2	60	20
17.1002	S	1	1	30	10
17.1007	S	1	1	30	15
17.1200	S	1	1	30	26
17.1300	S	6	6	180	60
17.1400	S	5	5	90	30
17.1403	S	1	1	30	10

TABLE 7 (CONTINUED)

Instructional Program (OE Code)	Level of Program (S,PS,A,X) 1/	Estimated No. of Programs to be Added	Estimated No. of Additional Teachers	Estimated Additional Enrollment	Estimated No. to Complete FY 1969
17.1502	S	3	3	90	30
17.1503	S	7	7	280	90
17.1601	S	1	1	30	10
17.1900	S	5	5	150	50
17.2302	S	5	5	150	50
17.2305	S	1	1	30	28
17.2306	S	3	3	90	30
17.2602	S	18	18	540	180
17.2902	S	3	3	90	30
17.2903	S	2	2	60	20
17.3001	S	2	2	60	20
17.3100	S	2	2	60	20
17.3500	S	1	1	30	10
17.3700	S	3	3	90	30
17.0100(C) through 17.9900(C)	S	16	16	480	160
TOTALS	S	300	297	8,887	3,799
	PS	29	60	895	745
	A	15	15	300	275

1/ Code:
S-Secondary (9-12)
PS-Post-Secondary (1963 Act, Purpose 2)
A-Adult (Preparatory and Supplementary)
X-Persons with Special Needs

2/ The 14 series programs listed are two-year programs comprised of an eleventh grade pre-employment laboratory program which prepares the students for a twelth grade cooperative part-time training program.

TABLE 8

NEW PROGRAMS

Instructional Program (OE Code)	Level of Program (S,PS,A,X) 1/	Estimated No. of Programs to be Added	Estimated No. of Additional Teachers	Estimated Additional Enrollment	Estimated No. to Complete FY 1969
01.0300	S	12	5	120	50
01.0500	S	3	0	45	20
01.0100(C) Through 01.9900 (C)	S	25	5	325	125
04.0101(C) Through 04.0199 (C)	S	25	25	750	250
	PS	6	6	150	100
	A	1	12	300	-0-
07.0102	PS	2	2	40	20
07.0213	PS	6	6	100	70
07.0214	PS	5	5	100	75
07.0215	PS	6	6	110	90
07.0990 (Mental Health Worker)	PS	4	8	90	70
14.0100, 14.0300, 14.0700, and 14.0900	S	25	25	875	-0-
17.1004	S	1	1	18	18
TOTALS	S	91	61	2,133	463
	PS	29	33	590	425
	A	1	12	300	-0-

1/ Code:
S-Secondary (9-12)
PS-Post-Secondary (1963 Act, Purpose 2)
A-Adult (Preparatory and Supplementary)
X-Persons with Special Needs

TABLE 9

PARTICIPATION BY INSTITUTIONAL TYPE

Type of Institution	No. of Schools	Estimated Allocation of Federal Vocational Funds for All Purposes 1/	Estimated Vocational Enrollment
Specialized High School	0	0	0
Technical or Vocational Post-Secondary	1	$ 332,344	1,200
Regular or Comprehensive Secondary	968	8,833,819	265,650
Community or Junior College	39	5,127,797	45,000
College or University	4	1,098,691	3,500
Secondary and Post-Secondary Combination	0	0	0
Private (Under Contract)	0	0	0
TOTAL	1012	$15,392,651	315,350

TABLE 10

SECONDARY AND POST-SECONDARY NON-AREA VOCATIONAL SCHOOL CONSTRUCTION

Occupational Area	Estimated New Units 1/	Estimated Classroom 1/	Estimated Shop or Laboratories 1/	Estimated Cost Construction 2/	Estimated Cost of Equipment 2/
Agriculture					
Secondary	37	37	12	$1,430,700	$ 141,711
Post-Secondary	—	—	—	—	—
Distributive					
Secondary	21	21	1	$ 425,600	—
Post-Secondary	3	3	—	64,827	—
Health Occupations					
Secondary	—	—	—	—	—
Post-Secondary	43	43	18	$2,440,800	$ 23,650
Homemaking					
Secondary	8	8	8	$ 668,800	67,600
Post-Secondary	—	—	—	—	—
Office					
Secondary	50	50	—	$ 855,000	$ 403,100
Post-Secondary	—	—	—	—	—
Industrial					
Secondary	130	58	76	$6,045,800	$1,277,332
TOTALS					
Secondary	246	174	97	$9,425,900	$1,889,743
Post-Secondary	46	46	18	$2,505,627	$ 23,650

1/ Based upon added and expanded programs shown in Tables 7 and 8 of Appendix A.

2/ Based upon a recent study by the staff of the Department of Vocational and Adult Education, Texas Education Agency.

TABLE 11

STATUS OF AREA SCHOOL CONSTRUCTION PROJECTS

Status of Projects	Number of Projects
Under Construction On May 15, 1968	10
To Start Construction In Fiscal Year 1969	7
To Be Completed In Fiscal Year 1969	10
Previously Funded Which Will Be Funded In Fiscal Year 1969	0
To Be Funded For The First Time In Fiscal Year 1969	7

TABLE 12

CONSTRUCTION PROJECTS IN THE PLANNING STAGES

Name and Address	County	Congressional District	Type of School (A,B,C,D) 1/	Vocational Programs (Ag, DE, etc.)	Level of Program (S,PS,A,X)	Estimated Beginning Construction Date	Estimated Opening Date	Estimated Total Cost of Project Eligible Under 1963 Act	Esti-mated Building Capacity 2/	Type of Construc-tion 3/
Chapel Hill ISD	Smith	4	B	Agriculture Education Building Trades Auto Mechanics Vocational Office Education Distributive Education Health Occupations	S	September 1968	September 1969	$ 385,000	150	F
College of the Mainland	Galveston	9	D	Vocational Office, Data Processing and Drafting	PS	October 1968	September 1969	$ 500,000	1,000	H
Conroe ISD	Montgomery	2	B	Distributive Education Industrial Cooperative Training Vocational Office Education Auto Mechanics Auto Body Building Trades Radio and TV Metal Trades Air Conditioning and Refrigeration Cosmetology Drafting Occupational Training	S	September 1968	September 1969	$ 861,000	400	F

TABLE 12 (CONTINUED)

Name and Address	County	Congressional District	Type of School (A,B,C,D) 1/	Vocational Programs (Ag, DE, etc.)	Level of Programs (S,PS,A,X)	Estimated Beginning Construction Date	Estimated Opening Date	Estimated Total Cost of Project Eligible Under 1963 Act	Esti-mated Building Capacity 2/	Type of Construc-tion 3/
Corsicana ISD	Navarro	6	B	Agriculture Education Industrial Cooperative Training Distributive Education Auto Mechanics Vocational Office Education Radio and TV Appliance Repair Welding	S	September 1968	September 1969	$ 354,000	140	F
El Campo ISD	Wharton	10	B	Agriculture Education Vocational Office Education Auto Mechanics Industrial Cooperative Training Cosmetology Metal Trades Auto Body Repair Air Conditioning and Refrigeration Radio and TV Repair Building Trades	S	September 1968	September 1969	$ 308,000	120	F
Odessa College (continued)	Ector	21	D	Automotive Technology Broadcasting Technology Chemical Technology Drafting Technology Electrical Technology	PS	November 1968	September 1970	$1,100,000	Unknown	F

TABLE 12 (CONTINUED)

Name and Address	County	Congressional District	Type of School (A,B,C,D) 1/	Vocational Programs (Ag, DE, etc.)	Level of Program (S,PS,A,X)	Estimated Beginning Construction Date	Estimated Opening Date	Estimated Total Cost of Project Eligible Under 1963 Act	Estimated Building Capacity 2/	Type of Construction 3/
Odessa College (continued)				Data Processing, Inhalation Therapy, Mechanical Design Medical Assistant, Mid-Management Associate Degree in Nursing Licensed Vocational Nurse Police Science Radiology Technology Vocational Office Education Welding						
St. Philip's College	Bexar	20 and 21	D	Machine Shop Licensed Vocational Nurse Nurse Aide Ward Clerk Operating Room Technician Medical Records Technician Welding Auto Mechanics Vocational Office Education Air Conditioning Electronics Drafting	PS	Unknown	Unknown	$ 400,000	600	F
Taylor ISD	Williamson	10	B	Agriculture Education Industrial Cooperative Training Electronics Distributive Education Auto Mechanics	S	September 1968	September 1969	$ 385,000	150	F

TABLE 12 (CONTINUED)

1/ Code (OE 4220):
  A - Specialized High School
  B - Department of a High School
  C - Technical/Vocational School
  D - Department of Higher Education Institution

2/ Capacity of vocational students at one time.

3/ Code (OE 4220):
  E - Expansion
  F - Construction of New Buildings
  G - Remodeling/Alterations
  H - Construction

TABLE 13

DESIGNATED VOCATIONAL EDUCATION TEACHER TRAINING INSTITUTIONS*

Name and Location	Program Area (Home Economics, Technical Education, Counselor Training, etc.)	Name and Title of Administrator of Vocational-Technical Education	Staff
Abilene Christian College Abilene 79601	Home Economics Teacher Education	Dr. Marie Wilmeth	Head, Home Economics Department
Baylor University Waco 76703	Home Economics Teacher Education	Mrs. Lynn T. Miller	Head, Home Economics Department
East Texas State University Commerce 75429	Agricultural Education Home Economics Teacher Education	Dr. A. C. Hughes Dr. Wathena Temple	Head Chairman, Home Economics Department
Incarnate Word College San Antonio 78209	Home Economics Teacher Education	Sister Mary Clarence	Chairman, Home Economics Department
Lamar State College of Technology, Beaumont 77704	Home Economics Teacher Education	Dr. Mary Wanda Harp	Head, Home Economics Department
Mary Hardin-Baylor College Belton 76514	Home Economics Teacher Education	Mrs. Edna Lee Capps	Head, Home Economics Department
North Texas State University Denton 76203	Distributive Education Home Economics Teacher Education	Dr. Fairchild Carter Dr. Florence I. Scoular	Head Dean, School of Home Economics
*Prairie View A&M College Prairie View 77445	Agricultural Education Home Economics Teacher Education Vocational Industrial Education	Dr. E. M. Norris Dr. Flossie M. Byrd Dr. A. T. Kynard	Head Dean, School of Home Economics Director, Teacher Training
*Sam Houston State College Huntsville 77341	Agricultural Education Home Economics Teacher Education	Dr. Murray A. Brown Dr. Neva I. Henderson	Head Head, Home Economics Department

TABLE 13 (CONTINUED)

Name and Location	Program Area (Home Economics, Technical Education, Counselor Training, etc.)	Name and Title of Administrator of Vocational-Technical Education	Staff
*Southwest Texas State College, San Marcos 78666	Agricultural Education Home Economics Teacher Education	Dr. T. R. Buie Dr. Helen Campbell	Head Head, Home Economics Department
*Stephen F. Austin State College, Nacogdoches 75962	Agricultural Education Home Economics Teacher Education	Dr. J. C. Green Dr. Blanche Phillips	Head Head, Home Economics Department
*Tarleton State College Stephenville 76401	Agricultural Education	Dr. J. B. Morton	Head
*Texas A&I University Kingsville 78363	Agricultural Education Home Economics Teacher Education	F. B. Wines Dr. Wreathy Aiken	Head Chairman, Home Economics Department
*Texas A&M University College Station 77843	Agricultural Education Vocational Industrial Education	Dr. Earl H. Knebel H. D. Bearden	Head Director, Engineering Extension Service
Texas Christian University Fort Worth 76129	Home Economics Teacher Education	Dr. Edna P. Brandau	Chairman, Home Economics Department
Texas College Tyler 75703	Home Economics Teacher Education	Mrs. Zelia S. Coleman	Head, Home Economics Department
*Texas Southern University Houston 77004	Home Economics Teacher Education	Dr. Burnadine Lewis	Chairman, Home Economics Department
*Texas Technological College, Lubbock 79409	Agricultural Education Home Economics Teacher Education	T. L. Leach Dr. Willa Vaughn Tinsley	Head Dean, School of Home Economics
*Texas Woman's University Denton 76204	Home Economics Teacher Education	Dr. Jessie W. Bateman	Dean, College of Household Arts and Sciences

TABLE 13 (CONTINUED)

Name and location	Program Area (Home Economics, Technical Education, Counselor Training, etc.)	Name and Title of Administrator of Vocational-Technical Education	Staff
University of Houston Houston 77004	Home Economics Teacher Education	Dr. Barbara D. Mitchell	Chairman, Home Economics Department
*The University of Texas Austin 78712	Vocational Industrial Education	D. F. Tilton	Director, Bureau of Industrial Education
	Home Economics Teacher Education	Dr. Margaret Eppright	Chairman, Home Economics Department

TABLE 14

ESTIMATE OF ENROLLMENT AND FUNDS NEEDED FOR VOCATIONAL EDUCATION

Purpose	Fiscal Year	Estimated Enrollment	Estimated % From Low Income Families	Estimated Total Funds Needed			Total Funds
				Federal Funds	State Funds	Local Funds	
Secondary	1969	258,332	21%	$ 3,238,796	$31,172,000	$ 3,500,000	$ 37,910,796
	1970	284,165	—	3,562,676	34,289,200	3,850,000	41,701,876
	1971	312,581	—	3,918,944	37,718,120	4,235,000	45,872,064
	1972	343,839	—	4,310,838	41,489,932	4,658,500	50,459,270
	1973	378,223	—	4,741,922	45,638,925	5,124,350	55,505,197
Post-Secondary	1969	39,050	15%	3,650,660	2,325,340	2,097,500	8,073,500
	1970	44,097	—	4,121,595	2,625,309	2,368,078	9,114,982
	1971	50,711	—	4,739,834	3,019,105	2,723,290	10,482,229
	1972	59,369	—	5,550,346	3,535,372	3,188,973	12,274,691
	1973	70,737	—	6,610,462	4,210,628	3,798,067	14,619,157
Adult	1969	402,232	7%	706,312	1,290,429	435,934	2,432,675
	1970	462,567	—	812,259	1,483,993	501,324	2,797,576
	1971	521,952	—	916,228	1,673,944	565,493	3,155,665
	1972	577,676	—	1,014,264	1,853,056	626,001	3,493,321
	1973	626,859	—	1,100,476	2,010,566	679,211	3,790,253

TABLE 14 (CONTINUED

Purpose	Fiscal Year	Estimated Enrollment	Estimated % From Low Income Families	Estimated Total Funds Needed			Total Funds
				Federal Funds	State Funds	Local Funds	
Persons with Special Needs	1969	7,318	33%	1,314,800	1,514,800	100,000	2,929,600
	1970	8,781	—	1,577,760	1,817,760	120,000	3,515,520
	1971	10,537	—	1,893,312	2,181,312	132,000	4,206,624
	1972	12,644	—	2,271,974	2,639,388	145,200	5,056,562
	1973	15,173	—	2,726,369	3,167,266	159,720	6,053,355
Construction of Area Vocational Schools	1969	—	—	3,428,811	-0-	3,428,811	6,857,622
	1970	—	—	3,877,985	-0-	3,877,985	7,755,970
	1971	—	—	4,343,343	-0-	4,343,343	8,686,686
	1972	—	—	4,816,767	-0-	4,816,767	9,633,534
	1973	—	—	5,245,459	-0-	5,245,459	10,490,918
Ancillary Services	1969	—	—	3,053,272	2,994,465	450,000	6,497,737
	1970	—	—	3,453,251	3,386,740	508,950	7,348,941
	1971	—	—	3,867,641	3,796,536	570,533	8,234,710
	1972	—	—	4,289,214	4,210,358	632,721	9,132,293
	1973	—	—	4,670,954	4,585,080	689,033	9,945,067

TABLE 14 (CONTINUED)

Purpose	Fiscal Year	Estimated Enrollment	Estimated % From Low Income Families	Estimated Total Funds Needed			Total Funds
				Federal Funds	State Funds	Local Funds	
TOTAL	1969	—	—	15,392,651	39,297,034	10,012,245	64,701,930
	1970	—	—	17,405,526	43,603,002	11,226,337	72,234,865
	1971	—	—	19,679,302	48,389,017	12,569,659	80,637,978
	1972	—	—	22,253,403	53,728,106	14,068,162	90,049,671
	1973	—	—	25,095,642	59,612,465	15,695,840	100,403,947

1/ Percentage of enrollment which represents persons coming from families having an annual income of $3,000 or less is an estimate based upon observations by vocational educators.

APPENDIX B

1968-69 TEXAS TOTAL EXPENDITURE ESTIMATE

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Adult, Vocational, and Library Programs
Division of Vocational and Technical Education
Washington, D. C. 20202

OE 4255

State Texas

Fiscal Year 1969

Request for Transfer of Federal Funds Allotted under Smith-Hughes and George-Barden Acts

Allotment from which transfer is to be made (Code No.) 1/	Allotment to which transfer is to be made (Code No.) 1/	Amount	Explanation 2/
1.1	5.0	$ 132,767	
1.2	5.0	173,185	
1.3	5.0	53,650	
2.1	5.0	488,465	
2.2	5.0	120,116	
2.3	5.0	424,481	
2.4	5.0	131,826	
2.5	5.0	22,500	
3.0	5.0	236,120	
4.0	5.0	708,359	
TOTAL		$2,491,469	

1/ Code:

1.1	Smith-Hughes Agriculture
1.2	Smith-Hughes Trade and Industrial and Home Economics
1.3	Smith-Hughes Teacher-Training
2.1	George-Barden Title I Agriculture
2.2	George-Barden Title I Home Economics
2.3	George-Barden Title I Trade and Industrial
2.4	George-Barden Title I Distributive
2.5	George-Barden Title I Fisheries
3.0	George-Barden Title II
4.0	George-Barden Title III
5.0	Vocational Education Act of 1963 (Section 3)

2/ Explanation in accordance with regulation section 104.28 of Vocational Education Bulletin Number 1.

John R Guemple
(Signed)

Assistant Commissioner for
Vocational and Adult Education
(Title)

July 29, 1968
(Date)

Form OE 4256

State Texas
Fiscal Year 1969

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
Bureau of Adult, Vocational, and Library Programs
Division of Vocational and Technical Education
Washington, D. C. 20202

Original Estimate ☒

Revised Estimate ☐

Estimate of Total Expenditures for Vocational Education Purposes Under All Vocational Education Acts

PURPOSE (1)	Total All Funds (Cols 3 + 4 + 5 + 6) (2)	Federal Funds		State and Local Funds	
		Smith-Hughes And George-Barden 2/ (3)	1963 Act 3/ (4)	State (5)	Local (6)
Secondary	37,910,796	$225,550	$ 3,013,246	31,172,000	3,500,000
Post-Secondary (Purpose (2), 1963 Act)	8,073,500	-0-	3,650,660	2,325,340	2,097,500
Adult	2,432,675	-0-	706,312	1,290,429	435,934
Persons with Special Needs	2,929,600	-0-	1,314,800	1,514,800	100,000
Construction of Area Vocational Schools	6,857,622	//////////	3,428,811	-0-	3,428,811
Ancillary Services (Total)	6,497,737	-0-	3,053,272	2,994,465	450,000
Administration and Supervision	2,373,737	-0-	2,054,272	194,465	125,000
Teacher Education	2,884,000	-0-	84,000	2,800,000	-0-
Guidance	700,000	-0-	500,000	-0-	200,000
Research	275,000	-0-	175,000	-0-	100,000
Curriculum Development	265,000	-0-	240,000	-0-	25,000
Other	-0-	-0-	-0-	-0-	-0-
Total	64,701,930	$225,550	$15,167,101	39,297,034	10,012,245
Work-Study	-0-	//////////	-0-	-0-	-0-

1/ Estimates of expenditures as projected in accordance with the policies and procedures in Section 1.3 of the State Plan.

2/ Include all funds under Smith-Hughes and George-Barden allotments, except funds to be tranferred to the allotment under the 1963 Act.

3/ Include funds to be transferred from Smith-Hughes and George-Barden allotments to the allotment under Section 3 of the 1963 Act.

I certify that the information set forth herein, including the representation as to amounts of State and local funds to be expended under the Plan during the stated period, is true to the best of my knowledge and belief.

(Date) July 29, 1968 (Signed) John R Guemple (Title) Assistant Commissioner for Vocational and Adult Education

John R. Guemple

EXPLANATION OF FEDERAL FUND TRANSFER REQUEST

The request for Federal fund transfer is necessary this year in particular because Texas is the pilot State for Federal packaging during the 1968-69 school year. The packaging of Federal programs will require advance payments to the schools. Since funds appropriated under the Smith-Hughes and George-Barden Acts cannot be used for advance payments (Section 104.34: "Payment of funds to local educational agency;" Administration of Vocational Education: Rules and Regulations; Revised 1966; Vocational Education Bulletin Number 1; Office of Education, United States Department of Health, Education, and Welfare), all funds ($2,491,469) except for Title 1 (Home Economics) of George-Barden monies ($225,550) need to be transferred. This $225,550 Title 1 Home Economics monies will be used for State homemaking staff costs. As a result, this request for transfer is made in accordance with the four criterion established by Section 104.28, "Transfer of allotments," Vocational Education Bulletin Number 1, as follows:

1. The transfer will provide vocational training which is more realistic in the light of actual or anticipated manpower needs and employment opportunities. The flexibility provided by this transfer will stimulate planning and implementation of programs during this period of rapid economic and social changes. This planning and implementation will give more emphasis to those courses which will meet present and future employment opportunites and needs.

2. The transfer will more nearly achieve the objective that all persons in all groups and in all communities of the State will have access to vocational education programs.

3. The transfer will assure vocational training quality. This quality will be assured because revision to old programs and the development of new programs will be encouraged by the flexible aspects of the 1963 Vocational Education Act.

4. The transfer will provide vocational training which is suited to the needs, abilities and interests of the students who would benefit from such training. This flexibility is stimulated by the Vocational Education Act of 1963 more so than the Smith-Hughes and George-Barden Acts. As a result of a transfer from Smith-Hughes and George-Barden funds to the Vocational Education Act funds, more comprehensive vocational education programs will be encouraged. In addition, this fund transfer will permit utilization of funds for this next year in needed areas. As the needs, abilities, and interests of students change in the State, the expenditure of funds may also change on an annual basis.

The Texas State Board for Vocational Education requests the transfer of funds to allotments under Section 3 of the 1963 Act. As a result, these funds will be allocated to the various uses set forth in Section 104.41 (b) Administration of Vocational Education: Rules and Regulations, Revised 1966, Vocational Education

Bulletin Number 1, Office of Education, United States Department of Health, Education, and Welfare, as follows:

Purpose 1 - Secondary	$ 450,424
Purpose 2 - Post-Secondary	838,033
Purpose 3 - Adult	947,500
Purpose 4 - Persons with Special Needs	0
Purpose 5 - Construction of Area Vocational Schools	0
Purpose 6 - Ancillary Services	255,512
TOTAL	$2,491,469

APPENDIX C

SPECIAL ADULT PROGRAMS
1968-69 PROJECTED ACTIVITIES

ADULT BASIC EDUCATION

CHARACTERISTICS OF PERSONS TO BE SERVED. Any adult 18 years or older whose inability to speak, read, or write the English language constitutes an impairment of his ability to obtain or retain employment.

BASIC PROGRAM DESCRIPTION. A program designed to encourage the establishment or expansion of basic education for adults to enable them to overcome limitations for preparation for occupational training, profitable employment, and to become responsible productive citizens.

INNOVATIVE PROGRAMS OR PROJECTS. The following Adult Basic Education innovative programs or projects are being conducted:

1. The effective use of a video-tape recorder as related to Adult Basic Education students and teachers.

2. A functional approach to team-teaching with class meeting three nights per week.

3. Teaching English by use of the typewriter.

4. Teaching English by the use of English labs.

PRESENT AND FUTURE STATE AND LOCAL ADMINISTRATIVE ORGANIZATION. The present and future State and local administrative organization is as follows:

1. The State administrative organization is composed of the State Board of Education; Commissioner of Education; Deputy Commissioner of Education; Assistant Commissioner for Vocational and Adult Education; Director, Division of Special Adult Programs; Director, Adult Basic Education; and Consultants, Adult Basic Education.

2. Local administrative organization is composed of the Board of Education; Superintendent; Director, Federal Programs; Director, Adult Basic Education; and Instructor, Adult Basic Education.

3. In the future, the State administrative organization will be as follows: State Board of Education; Commissioner of Education; Deputy Commissioner of Education; Assistant Commissioner for Vocational and Adult Education; Director, Division of Special Adult and Vocational Programs; Program Officer, Adult Education; Program Officer, Adult Vocational Education; Consultants, Adult and Vocational Programs.

4. In the future, the local administrative organization will be as follows: Board of Education; Superintendent; Director, Federal Programs; Director, Special Adult Programs; Supervisor, Adult and Vocational Programs; Instructor,

Adult and Vocational Programs; and Teacher-Aides, Adult and Vocational Programs.

IMPROVING AND EXPANDING EDUCATION OF PROFESSIONAL PERSONNEL. During this fiscal year, an attempt has been made to involve over 2,315 teachers (Table 15) in local and area in-service training. The main objective for these training sessions has been to furnish the local instructor with characteristics surrounding the adult learner, teaching methods and techniques, curriculum development, and testing for initial placement in classes. Before actual program operation, all district supervisors of local programs attend a pre-service type conference designed to furnish information for local program operation.

During this calendar year, a statewide directors meeting was held in Austin with over 120 local directors being present. Our State has participated and will continue to participate in summer institutions sponsored by the U. S. Office of Education and National University Extension Association (NUEA) to furnish local administrators and teachers the latest information pertaining to teacher training, curriculum development, instructional methods and techniques, and evaluation. These institutes are held at various colleges and universities throughout our region and nation. We have had over 80 administrators and/or teachers participate in these institutes.

Our office is currently planning to hold two workshops for the above-mentioned type this summer, one in June and one in August. It is our desire to have over 200 participants in these workshops with goals specifically designed in the following areas: (1) Placement and Advancement Test, and (2) Curriculum Development.

Through planning and conducting in-service training, this division hopes that enough manpower will be developed at the local level so that they, in turn, may become qualified to conduct their own and area adult instructors.

TABLE 15

ADULT BASIC EDUCATION DATA

Year	Number of Programs	Enrollment	Completions (Output)	Number of Teachers	Target Population	Per cent of need being met	Funds Now and 5 years		
							Federal	Local	State
1968	213	32,000	7,000	2,315	2,250,000	1.4	2.08	210,000	-0-
1969	250	70,000	28,000	4,600	2,500,000	2.8	2.08	210,000	1.5
1970	280	112,000	43,000	7,200	2,800,000	4.0	2.08	210,000	1.8
1971	295	115,000	60,000	7,800	3,000,000	3.8	2.08	210,000	2.0
1972	300	120,000	75,000	8,200	3,200,000	3.7	2.08	210,000	2.0
1973	300	120,000	75,000	8,200	3,353,500	3.5	2.08	210,000	2.0

ADULT MIGRANT EDUCATION

CHARACTERISTICS OF PERSONS TO BE SERVED. Any adult head of household 18 years or older whose inability to speak, read, or write the English language constitutes an impairment of his ability to obtain or retain employment. Female participants limited to 20% of trainee slots allotted each program. Table 16 presents Adult Migrant Education data.

BASIC PROGRAM DESCRIPTION. A program designed to encourage the establishment or expansion of basic and fundamental education for adult migrant and seasonal farm workers to enable them to overcome limitations for preparation for occupational training, profitable employment, and to become reasonable productive citizens.

INNOVATIVE PROGRAMS OR PROJECTS. The following innovative programs or projects are being conducted for Adult Migrant Education trainees:

1. The Migrant Compensatory Education Program in Laredo Independent School District and Rio Grande City Independent School District comprised of an Adult Migrant Education component, and NYC component and a Title 1 component.

2. Umbrella Project, Beeville Junior College, serving approximately 300 trainees in eight satellite projects in five counties.

3. Practical use of Educational Services Corporation consultants available to the State program.

4. Interstate coordination through the Southwest Interstate Migrant Association.

PRESENT AND FUTURE STATE AND LOCAL ADMINISTRATIVE ORGANIZATION. The present and future State and local administrative organization is as follows:

1. The State administrative organization is composed of the State Board of Education; Commissioner of Education; Deputy Commissioner of Education; Assistant Commissioner for Vocational and Adult Education; Director, Division of Special Adult Programs; Director, Adult Migrant Education; and Consultants, Adult Migrant Education.

2. The local administrative organization is composed of the Board of Education; Superintendent; Director, Federal Programs; Director, Adult Migrant Education; Director-Aide, Adult Migrant Education; and Instructor, Adult Migrant Education.

3. The future State administrative organization will be State Board of Education; Commissioner of Education; Deputy Commissioner of Education; Assistant Commissioner for Vocational and Adult Education; Director, Division of Special Adult and Vocational Programs; Program Officer, Adult Education; Program Officer, Adult Vocational Education; and Consultants, Adult and Vocational Programs.

4. The future local administrative organization will be Board of Education; Superintendent; Director, Federal Programs; Director, Special Adult Programs; Supervisor, Adult and Vocational Programs; Instructors, Adult and Vocational Programs; and Teacher-Aides, Adult and Vocational Programs.

IMPROVING AND EXPANDING EDUCATION OF PROFESSIONAL PERSONNEL. During this fiscal year, an attempt has been made to involve over 400 teachers in local and area in-service training. The main objective for these training sessions has been to furnish the local instructor with characteristics surrounding the adult learner, methods and techniques, curriculum development, and testing for initial placement in classes. Before actual program operation, all district supervisors of local programs attend a pre-service type conference designed to furnish information for local program operation. During this calendar year, a statewide directors meeting was held in Austin for local program directors. Our office is currently planning to hold follow-up workshops of the above-mentioned type this summer. It is our desire to conduct workshops with goals specifically designed in the following areas: (1) Placement and advancement Testing and (2) Curriculum Development. We shall continue to make use of Educational Systems Corporation consultants with expertise in the above-mentioned areas. Through planning and conducting in-service training, this division hopes that enough manpower will be developed at the local level so that they, in turn, may become qualified to conduct their own and area adult migrant personnel workshops.

TABLE 16

ADULT MIGRANT EDUCATION DATA

Year	Number of Programs	Enrollment	Completions (Output)	Number of Teachers	Target Population	Per cent of need being met	Funds Now and 5 years		
							Federal	Local	State
1968	31	3,312	2,000	138	88,000	3.75	3.9	0	0
1969	35	4,200	2,940	175	84,000	5.0	4.7	0	0
1970	40	4,512	3,200	188	80,000	5.6	5.4	0	0
1971	45	4,800	3,400	200	75,500	6.4	5.8	0	0
1972	50	5,200	3,640	216	70,700	7.4	6.1	0	0
1973	60	6,000	4,200	250	64,000	9.3	7.1	0	0

CIVIL DEFENSE ADULT EDUCATION

CHARACTERISTICS OF PERSONS TO BE SERVED. For the purpose of the Personal and Family Survival Course, an adult is defined as a person who is 16 years of age or older and who is either out of school, or a senior in a senior high school, and has a desire to learn more about survival during a disaster. Those adults to be trained as Shelter Managers or Radiological Monitors shall be any citizen 16 years of age or older who has a desire to be of service to his community by acquiring technical knowledge to better meet the challenge of the nuclear age. Table 17 presents Civil Defense Adult Education data.

BASIC PROGRAM DESCRIPTION. The Personal and Family Survival Course is designed to provide information that will give members of a community the best possible chance of survival in the event of an enemy attack or a natural disaster. The course is designed to develop an understanding of the need for Civil Defense, weapons and radioactive fallout, fallout shelters, protection at home, community shelter, family emergency planning, natural disasters, and school planning. The Radiological Monitoring Course is designed to train individuals in methods and techniques of using radiological instruments, reading and recording radiological data, evaluation of information, and reporting procedures. The Shelter Manager Course is designed to train adults in managing people in shelters during major disasters. The course provides for trained leadership necessary to assure efficient operation of community fallout shelters.

INNOVATIVE PROGRAMS OR PROJECTS. Innovative programs or projects which are being conducted for training adults is as follows:

1. Closed circuit television is being used in presenting the course to large groups of seniors and adults in local school districts.

2. The course has been taped in color to be shown to adults and seniors in local school districts.

PRESENT AND FUTURE STATE AND LOCAL ADMINISTRATIVE ORGANIZATION. Present and future administrative organization for Civil Defense Adult Education is as follows:

1. The State administrative organization is composed of the State Board of Education; Commissioner of Education; Deputy Commissioner of Education; Assistant Commissioner for Vocational and Adult Education; Director, Division of Special Adult Programs; Chief Consultant, Civil Defense Adult Education; and Consultants, Civil Defense Adult Education.

2. The local administrative organization is composed of the Board of Education; Superintendent of Schools; Coordinator, Civil Defense Adult Education; and Instructor.

3. Proposed changes in the State administrative organization are not anticipated.

4. Proposed changes in local administrative organization are not anticipated.

IMPROVING AND EXPANDING EDUCATION OF PROFESSIONAL PERSONNEL. All instructors are certified in a 15-hour teacher training workshop before they are eligible to teach the 12-hour PFS course. The Ramont and Shelter Manager instructors are trained by the Extension Division of Texas A&M University. In the future, all certified instructors in the PFS course must attend a 3-hour refresher workshop each year before they are eligible to teach the course. Ramont and Shelter Manager instructors must attend a refresher workshop every six months. These workshops are conducted by Texas A&M University and certified by the Division of Defense and Disaster Relief Office of the Texas Department of Public Safety. The program is being adjusted and updated so it will more nearly meet requirements of the local community and State. Operational procedures are being streamlined to assure more personal contacts with local government officials and school superintendents.

TABLE 17

CIVIL DEFENSE ADULT EDUCATION DATA

Year	Number of Programs	Enrollment	Completions (Output)	Number of Teachers	Target Population	Per cent of need being met	Funds Now and 5 years		
							Federal	Local	State
1968	1,000	21,000	20,500	600	6,000,000	.003	140,000	0	0
1969	1,800	38,000	37,300	975	6,400,000	.006	170,000	10,000	20,000
1970	3,000	55,000	54,000	1,400	6,900,000	.008	220,000	15,000	30,000
1971	3,800	72,000	70,000	19,500	7,250,000	.009	270,000	20,000	40,000
1972	4,500	85,000	82,400	21,000	7,800,000	.015	320,000	25,000	50,000
1973	5,000	110,000	106,000	22,000	9,000,000	.117	365,000	30,000	60,000

MANPOWER DEVELOPMENT AND TRAINING

CHARACTERISTICS OF PERSONS TO BE SERVED. Approximately 75 percent of those to be served shall be disadvantaged--who are either unemployed or underemployed. The remaining 25 percent to be served will be for the unemployed, the underemployed, or persons needing upgrading. The program will serve both out-of-school youth and adults. Table 18 presents Manpower Development and Training data.

BASIC PROGRAM DESCRIPTION. The program is designed to provide skill training in "shortage occupation" fields. Employment orientation and basic education may be provided along with skill training where this type training is required to make trainees employable.

INNOVATIVE PROGRAMS OR PROJECTS. The following innovative programs or projects are being conducted for Manpower Development and Training students:

1. Programs for basic education and communication skills designed to allow students to progress to completion according to individual ability and application.

2. Training programs designed around occupational clusters so that students with greater ability and aptitude may progress or advance to occupations requiring more skill and proficiency.

3. Skill training programs linked with mobility so that students may be trained in local residential areas and transported to areas where jobs are awaiting them.

4. Conduct of multi-occupational programs "skill centers" where all services provided by the various agencies engaged in working with poor people are available at one location.

5. Utilization of a lead teacher and two classroom teachers for each two sections in basic education and communication skills to make possible use of team teaching; also, to provide special remedial work as may be needed without slowing progress of other students.

PRESENT AND FUTURE STATE AND LOCAL ADMINISTRATIVE ORGANIZATION. The present and future State and local administrative organization is as follows:

1. The State administrative organization is composed of the State Board of Education; Commissioner of Education; Deputy Commissioner of Education; Assistant Commissioner for Vocational and Adult Education; Director, Division of Special Adult Programs; Director, Manpower Development and Training; Assistant Director, Manpower Development and Training; Consultants, Manpower Development and Training; Metro-Rural Coordinators, Manpower Development and Training.

2. The local administrative organization is composed of the Board of Education; Superintendent; Director, Federal Programs; Director, Manpower Development and Training; Supervisors and Counselors, Manpower Development and Training; and Instructor, Manpower Development and Training.

3. The future State administrative organization will be the State Board of Education; Commissioner of Education; Deputy Commissioner of Education; Assistant Commissioner for Vocational and Adult Education; Director, Division of Special Adult and Vocational Programs; Director, Manpower Development and Training; Assistant Director, Manpower Development and Training; Consultants, Manpower Development and Training; Metro-Rural Coordinators, Manpower Development and Training; and Supervisor, In-Service Education.

4. The future local administrative organization will be Board of Education; Superintendent of Schools; Director of Federal Program; Director, Special Adult Programs; Supervisor and Counselors, Manpower Development and Training and Vocational Programs; Instructors, Adult and Vocational Programs; Teacher-aides, Adult and Vocational Programs; Attendance Supervisor, Adult and Vocational Programs.

IMPROVING AND EXPANDING EDUCATION OF PROFESSIONAL PERSONNEL. We have had very little in-service education of Manpower Development and Training teachers and other Manpower Development and Training personnel this year, though in-service education for trade or skill instructors was judged to be one of the greatest needs. Plans were made for conducting a series of teacher training workshops for Manpower Development and Training instructors at James Connally Technical Institute. In each project proposal, two weeks extra time was provided so that instructors could attend the workshops. However, it turned out that no funds were available to support teacher training activities; also, funding of projects was so erratic that enrollment could be secured in only one workshop conducted at Connally Technical Institute. A similar workshop was conducted for teachers employed in the regular Manpower Development and Training center and in the CEP Center in Houston. If funds are available in fiscal year 1969, we plan to conduct a series of workshops to provide intensive training on special methods for teaching and motivating the disadvantaged student. The workshops will be held throughout the State for Manpower Development and Training instructors and other Manpower Development and Training personnel. Also, tentative plans have been made for conducting a series of in-service meetings for Manpower Development and Training administrators on financial management of Manpower projects.

TABLE 18

MANPOWER DEVELOPMENT AND TRAINING DATA

Year	Number of Programs	Enrollment	Completions (Output)	Number of Teachers	Target Population	Per cent of need being met	Funds Now and 5 years		
							Federal	Local	State
1968	98	7,663	5,400	300	40,000	20	(HEW) 3,023,303		
1969	200	16,100	11,270	500	80,500	20	9,665,400	217,560	
1970	225	20,000	14,000	625	100,000	25	11,000,000	413,000	
1971	250	24,000	10,800	750	120,000	30	13,000,000	608,000	
1972	275	28,000	19,600	875	140,000	35	16,000,000	803,000	
1973	300	32,000	22,540	1,000	170,000	40	19,000,000	1,000,000	

VETERANS EDUCATION PROGRAM

CHARACTERISTICS OF PERSONS TO BE SERVED. Any non-disabled veteran who has been separated from service with more than 180 days of active duty since January 31, 1955. Orphans of deceased or living veterans who have eligibility for educational benefits under the Cold War GI Bill. Disabled veterans who elect to take training and receive educational benefits under the provisions set up for non-disabled veterans. Table 19 presents Veterans Education data.

BASIC PROGRAM DESCRIPTION. A program designed to encourage adults who are veterans to further their education by pursuing the course of training in institutions of higher learning, technical vocational courses in junior colleges, private vocational-technical schools, technical programs in high school and nursing fields or on-the-job and apprenticeship training. To assist them in obtaining professional or occupational training to qualify them for suitable and profitable employment to become self-sustaining and productive citizens.

PRESENT AND FUTURE STATE AND LOCAL ADMINISTRATIVE ORGANIZANTION. The present and future State and local administrative organization is as follows:

1. The State administrative organization is composed of the State Board of Education; Commissioner of Education; Deputy Commissioner of Education; Assistant Commissioner for Vocational and Adult Education; Director, Division of Special Adult Programs; Director, Veterans Education; and Consultants, Veterans Education.

2. The local administrative organization is composed of the Local School Superintendent; Director of Vocational-Technical Education in Junior Colleges; Administrator of Institutions of Higher Learning; Administrator and Owner of Private Vocational Schools; Administrator of Hospital Programs; Administrator of Theological Schools; Owner of Private Business - OJT Programs; and JAC Committee Secretary - ATP Programs.

3. Proposed changes are not anticipated in the State or local administrative programs.

IMPROVING OR EXPANDING OF PROFESSIONAL PERSONNEL. This division disburses no funds and acts only as a service division in making existing or on-going programs available to eligible persons under the Cold War GI Bill as prescribed in the approval criteria under the applicable laws.

TABLE 19

VETERANS EDUCATION DATA

Year	Number of Programs	Enrollment	Completions (Output)	Number of Teachers	Target Population	Per cent of need being met	Funds Now and 5 years		
							Federal	Local	State
1968	620	18,000	12,600	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
1969	850	21,000	14,700	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
1970	1000	24,000	16,800	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
1971	1100	26,000	18,200	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
1972	1150	25,000	17,500	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
1973	1200	25,000	17,500	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.